

Longview Independent School District

Foster Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 8, 2018

Mission Statement

The mission of Foster Middle School is to provide every student exceptional educational opportunities within a safe, supportive environment which nurtures intellectual, social, cultural, and physical development.

Vision

Foster Middle School strives for excellence through strong partnerships with its stakeholders and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

Value Statement

Foster Middle School Values:

- Learning – Supporting a learning environment that continuously motivates all individuals to excel
- Relationships – Creating and maintaining meaningful relationships among students, families, teachers, staff, and community partners
- Integrity – Conducting ourselves with honesty and responsibility
- Accountability – Demonstrating a personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies, and procedures
- Innovation – Challenging ourselves to create unique ideas and innovative solutions in a technology rich environment
- Respect – Promoting a school community that appreciates the value of students, families, colleagues, and cultures
- Service - Dedicating ourselves to delivering excellence to the students and community we serve

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Foster Middle School has approximately 770 students. Of that number 35% are African-American, 44% Hispanic, 15% Caucasian and over 5% are of another race. The campus has had an increasing number of English Language Learners. A commitment has been made to certify more teachers to attain their ESL certification and provide interventions in ways of improving ELL language proficiency.

Demographics Strengths

Foster Middle School is a multifaceted reflection of diverse talents, learning abilities, and experience both present in the staff and student population. Our staff provides enrichment opportunities through fine arts, technology, athletics, and other areas to enhance the learning experience for the students. Students are able to engage teachers and their peers in different settings which affords them a learning experience conducive to their academic and social development.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 19% of Foster Middle School's special education students in grades 6-8 did not master STAAR reading and 23% did not master STAAR math. **Root Cause:** Better structure of learning support and individualized interventions are needed for special education students to succeed on STAAR

Student Achievement

Student Achievement Summary

Foster Middle School takes pride in receiving six out of seven STAAR academic distinctions.

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Not Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Student Achievement Strengths

Foster Middle School thrives to challenge students to achieve and explore their academic potential. Approximately one-third of our students met a level that demonstrated mastery on all STAAR assessments.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Foster Middle School did not receive an academic STAAR distinction in Science. **Root Cause:** Instructional alignment was not conducive to students' ability to retain information necessary for content mastery.

School Culture and Climate

School Culture and Climate Summary

Foster Middle School has a long-standing tradition of excellence in academics as well as extra-curricular activities. There is strong parent and community support for student academic success and community awareness.

School Culture and Climate Strengths

Our campus staff creates a safe and supporting learning environment that adapts to change and seeks to embrace the changes that maximize school organizational effectiveness.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Instructional staff is not representative of student body. **Root Cause:** Extend more recruitment opportunities in an array of platforms.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A major strength at Foster Middle School is the experience and expertise of our teaching staff. Over 70% of teachers have more than 5 years experience. More focus is desired in the need of recruitment of Spanish speaking teachers.

Staff Quality, Recruitment, and Retention Strengths

Over 90% of the instructional staff was retained from the previous year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We lack a staff with multi-language skills. **Root Cause:** Resources are minimal in this skill set necessary to interact with multi-lingual audiences.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Foster Middle School has many elements that help support curriculum, instruction, and assessment. Collaboration is a strength, and instructional decision-making is reflective and based on a variety of student performance data. Before instruction takes place, teachers analyze/breakdown the TEKS and related data to assure their instructional activities are aligned to the rigor of the TEKS. Departments work through PLCs and grade level meetings to achieve vertical alignment of standards.

To support instruction we provide daily tutorials, spiral reviews and grade-level meetings along with departmental meetings to discuss student progress and if any adjustments should be made.

RPMs are conducted at least once per six weeks; authentic student work reflects mastery of learning.

Curriculum, Instruction, and Assessment Strengths

Teacher's schedules have been adjusted to allow for all departments to meet in grade-level and content specific planning. A district instructional support team is provided to all teachers and professional development opportunities have been created locally to improve campus instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We need additional staff to meet the needs of a diverse student population. **Root Cause:** Foster Middle School has had an increase of English Language Learners represented on campus.

Parent and Community Engagement

Parent and Community Engagement Summary

Foster Middle School has great community engagement supported by outstanding school programs and concerned community stakeholders.

Parent and Community Engagement Strengths

Watchdogs

Parental involvement in academic events (Math/Science Team, Robotics, TSA, UIL)

Parental involvement in athletics

Community Involvement (Wellness Pointe, Girls Scouts, Partners in Prevention-Mentoring, Salvation Army, ETCADA, Career Inspire Expo, Next Step Community Solutions)

Faculty/Staff commitment to student success

School Context and Organization

School Context and Organization Summary

- Readily available technological supports (TEKS Resources, DMAC, EVAAS, etc.)
- Three academically challenging tracks available
- Tutorial class period provided
- Supportive PTA
- Campus support staff

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Class sizes have increased which entail caused an increase in our student to teacher ratio. **Root Cause:** Increased student enrollment and restructure of school schedule.

Technology

Technology Summary

Each classroom has proper technology to aid instruction in place (ELMO Projector, SMART Board, etc.)

Implementation of Google Apps for Education

Robust reliable integrated network

Technology Strengths

Professional development resources are available to staff from the ITS team, periodically face to face, and through Atomic Learning

The district technology department annually provides staff opportunities to develop or improve technology skills by completing a specific technology proficiency project

Problem Statements Identifying Technology Needs

Problem Statement 1: There are not enough student devices to support technological growth or student interventions **Root Cause:** Student to device ratio is currently around 1:12 and current technology needs to be updated

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local benchmark or common assessments data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices



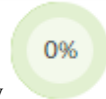

Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: Encourage local universities to place student teachers in LISD classrooms.

Evaluation Data Source(s) 1: Student Teacher Assignment Records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
Critical Success Factors CSF 7 1) Coordinate student teacher assignments with our Human Resources.	Asst. Supt. HR & Community Relations, Principal	Greater interest in employment in LISD and increased hiring of local educators				
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Goal 1: Improve Recruitment and Retention of Quality Personnel





Performance Objective 2: Develop relationships with local colleges and community stakeholders.

Evaluation Data Source(s) 2: Employment Interview Notes

Employment Recommendations

Partnership Agreements

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Post employment vacancies at local and regional universities</p>	Personnel Director, Principal	Provide employment information and available employment opportunities to college students				
<p>Critical Success Factors CSF 7</p> <p>2) Attend employment expositions at area universities as allowed by central administration.</p>	Personnel Director, Principal	Provide employment information and available employment opportunities to college students				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Solicit contacts with Longview area universities to foster reciprocal partnerships</p>	Counselor	Provide employment information and contact information for future partnerships endeavors				
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Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 3: Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.


Evaluation Data Source(s) 3: Sign In Sheets, Interview Notes, Employment Recommendations, TxBESS Meeting records, T-Tess Evaluations, Walk Through Observations

Summative Evaluation 3:

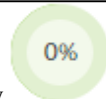
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Participate in the Longview ISD Recruitment Exposition</p>	Assistant Principal(s), Lead Teacher, Personnel Director, Principal	Recruitment of highly qualified educators				
<p>Critical Success Factors CSF 7</p> <p>2) Participate in college and university employment/recruitment expositions as allowed by LISD Human Resources Department</p>	Personnel Director, Principal	Recruitment of highly qualified educators				




= Accomplished



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= No Progress



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Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Increase family engagement activities and events for parents/families per semester. (minimum 4 per semester)

Evaluation Data Source(s) 1: Family Engagement Calendar, Agendas, Sign-in sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
Critical Success Factors CSF 5 1) Utilize online internet based student registration.	Counselor, Registrar	Enable more access for parents to make educational decisions				
Critical Success Factors CSF 5 2) Utilize school messenger all call system to notify parents in real time of school events or activities.	Assistant Principal(s), Principal	Keep FMS stakeholders informed, updated, and welcome to school activities				
Critical Success Factors CSF 5 CSF 6 3) Encourage teachers, staff and students to publish articles of interest, activities and achievements in the Longview Voice newspaper.	Assistant Principal(s), Club Sponsors, Instructional Assistants, Principal, Teacher(s)	Inform stakeholders of school activities				


Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 2: Continue to utilize print, telephone, internet and social media to communicate with parents and the general public.


Evaluation Data Source(s) 2: Registration and call summary records. Surveys and local news/media publications. PTA sign-in sheets and agendas

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Utilize online internet based student registration.</p>	Counselor, Registrar	Improves efficiencies and eliminates unnecessary paperwork				
<p>Critical Success Factors CSF 5</p> <p>2) Utilize school messenger all-call system to notify parents in real time of school events or activities.</p>	Principal, Asst. Principals	Improved communication with school stakeholders				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Encourage teachers, staff and students to publish articles of interest, activities and achievements in the Longview Voice newspaper.</p>	Assistant Principals, Club Sponsors, Principal, Teachers	Inform community of happenings on campus and improve support of school sponsored programs				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Promote membership and attend PTA meetings each month.</p>	Assistant Principals, Counselor, Principal, PTA, Teachers	Engage families, and support student success.				




= Accomplished



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Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 1: Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms

Evaluation Data Source(s) 1: Lesson Plan Documentation, Walk Through Observations, T-TESS Evaluations, Observation Records, Conference Notes, Assessment data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Utilize the TEKS Resource System online curriculum and focus on the 5-E Instructional Model.</p>	Teachers	Improve instruction and assure curriculum alignment				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Perform weekly walk through observations and follow-up conferences in core areas of instruction to ensure high yield instructional strategies, targeted focus standards and designated curriculum elements are being taught to the prescribed depth and complexity for student understanding and success.</p>	Principals, Assistant Principals	Bring about deep learning on the part of students, teachers and the principals who are observing.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Content and Language Objectives aligned to the TEKS will be posted in all core classrooms along with focus questions.</p>	Teachers	Improve instruction and assure curriculum alignment				
<p>Critical Success Factors CSF 1</p> <p>4) Provide all staff with adequate supplies and materials for achievement of academic goals and objectives.</p>	Principal, Assistant Principals	Quality materials for teachers provides maximum success potential for instruction				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Complete a comprehensive needs assessment to determine target areas for improved academic performance and staff development.</p>	<p>Assistant Principals, Principal, Teachers</p>	<p>Identify resources and materials needed to achieve maximum student success</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Facilitate collaborative meetings which promote a smooth transition for students moving from one grade level to the next.</p>	<p>Assistant Principals, Principal, Teachers</p>	<p>Exploration of student needs to be successful in each grade</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Work toward 90% of the student body scoring 90% or above on assessments</p>	<p>Principal, Assistant Principals, Teachers</p>	<p>Maintain high expectations for student and teacher success</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Meet with teachers and monitor data after every common assessment.</p>	<p>Principal, Assistant Principals, Teachers</p>	<p>Analyze progress of students and make instructional decisions from student data</p>				
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Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 2: Increase attendance rates at all campuses to at least 97%.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Parents of students will be contacted by phone after 2 or more consecutive absences.</p>	Campus Support , Teachers	Accurate monitoring of student absences and well being				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Home visits will be conducted for students with excessive absences when phone contact is not possible or ineffective.</p>	Principal, Assistant Principal, Student Resource Officer	Direct contact with parent to identify reason for attendance issues				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 3: Reduce the achievement gap on STAAR between the approaches grade level performance standards and the masters grade level performance standards.

Evaluation Data Source(s) 3: Walk Through Observation Records,
Local and State Assessment Data, Common Assessment Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Foster Middle School Master Strategies (non-negotiables) will be implemented each week in all core subjects.</p>	Principal, Assistant Principals, Teachers	Consistent high expectation of classroom instruction				
<p>Critical Success Factors CSF 1</p> <p>2) Three week common assessments will be administered in all core subjects.</p>	Principals, Assistant Principals, Teachers	Provide data for instructional decisions and interventions				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Data talks with teachers will follow all 3 week common assessments to identify plans for increased student performance and or remediation.</p>	Principals, Assistant Principals, Teachers	Ensure all students acquire the same knowledge and skills, to determine the best methods to improve student learning.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Identified students that will be tutored before school to improve student performance.</p>	Teachers	Provide reteaching and intervention not allotted during class time				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Utilize online curriculum support programs to supplement the regular core curriculum.</p>	Teachers	Provide another alternative to reteach, provide intervention, and support classroom concepts				



Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 4: Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented

Evaluation Data Source(s) 4: Lesson Plan

Documentation

Walk Through Evaluations





T-TESS Evaluations

Local and State

Assessment Data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Incorporate differentiated instructional practices in all core subjects which address varied learning styles and ability levels unique to each classroom.</p>	Principals, Assistant Principals	Provide consistent methods of high classroom instruction				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Continue Read 180 and System 44 instructional programs for identified students to increase academic growth and achievement.</p>	Principal, Assistant Principals, Teachers	Provide reading and language support for identified students				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Increase the achievement of special education students through targeted instruction in core classrooms supported by co-teaching from special education inclusion staff in accordance with each student's IEP.</p>	Principal, Assistant Principals, Teachers	Provide additional academic support to special education students without the exclusion of regular classroom instruction				

<p>Critical Success Factors CSF 1</p> <p>4) Ensure that teachers receive rosters of their identified students served through Special Education, ESL, 504, GT and or Dyslexia along with required accommodations, IEP's and or other pertinent documents.</p>	<p>Principals, Assistant Principals, Teachers</p>	<p>Assures that identified students are receiving the correct accommodations and modifications to achieve academic success.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Instructional assistants will provide instructional support for ESL students in all subject areas to improve academic achievement in grades 6-8.</p>	<p>Teachers, Principals, Assistant Principals</p>	<p>Provide language support services to ELLs in a regular classroom setting.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						


Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 5: Increase student participation, completion, and performance in GT, Pre-AP, Honors, IB, and/or Dual Credit/Dual Degrees, as well as on ACT and SAT exams.


Evaluation Data Source(s) 5: Enrollment Records and Data, Number students taking the ACT/SAT and qualifying as a Duke Scholars

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Identify high achieving traditional program students from all demographic sub-populations and encourage enrollment in Pre-AP and GT classes whenever possible.</p>	Teachers, Counselor	Ensure that all students from all populations in the district have access to referral, assessment, and if identified, services provided by the gifted program.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Visit feeder campuses and recruit students for advanced programs.</p>	Counselor	Establish student growth in higher level academic programs				
<p>Critical Success Factors CSF 1</p> <p>3) Encourage all identified students to participate in the Duke University Talent Search.</p>	Counselor	Educators will identify, recognize, challenge, engage, and help students reach their highest academic potential.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Conduct workshops to prepare students for the ACT.</p>	Counselor	Provide students maximum preparation for success on ACT test.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science


Performance Objective 1: Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

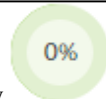
Evaluation Data Source(s) 1: Local and State Assessment Data


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) District curriculum support staff will provide training based on identified needs according to on-going common assessment data throughout the school year.</p>	Curriculum and Instruction Dept.	Provide staff with on campus professional development to suit students needs				
<p>2) Teachers will share successful instructional strategies and techniques at Professional Learning Community meetings.</p>	Department Heads, Teachers					

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 2: Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.


Evaluation Data Source(s) 2: Local and State Assessment Data

Summative Evaluation 2:

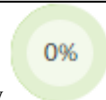
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) All lessons when appropriate will include questioning requiring higher order thinking.</p>	Teachers	Develop more creative and independent student learners				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Lesson Planning in all core areas will include higher thinking activities.</p>	Teacher					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science


Performance Objective 3: Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science


Evaluation Data Source(s) 3: TEKS Resources, DMAC


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teacher will discuss and plan vertically aligned instructional activities in each core area.</p>	Teachers					
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) District curriculum support staff will coach, model and demonstrate lessons for the instructional staff that are rigorous and complex.</p>	Curriculum & Instruction Dept.	Instructional Growth				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 5: Improve Social/Life Skills of Longview Early Graduation HS

Performance Objective 1: Make use of student career investigations and personal interests in Career and College Readiness (CCR) elective to navigate students toward a career/college path


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Junior Achievement instructors from Longview area businesses will present career awareness information to classes.	Counselor(s), Teacher(s)	Provide students with resources and				
Critical Success Factors CSF 3 CSF 6 2) Girl scouts will meet during PE classes and target social skills in their presentations and activities throughout the year.	Teachers, Coaches	Provide outside opportunities for student to contribute and expand their learning experiences				
Critical Success Factors CSF 1 CSF 6 3) Continue Girl's with Pearls and Young Gentleman's Club to foster and reinforce positive social skills.						




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 5: Improve Social/Life Skills of Longview Early Graduation HS

Performance Objective 2: Create opportunities for students to participate in workforce and college preparation.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) 8th grade students will attend the Career Inspire extravaganza at Maude Cobb Convention Center.</p>	Counselor, Teachers	Encourage and inform students to seek information in future career paths				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


Goal 5: Improve Social/Life Skills of Longview Early Graduation HS

Performance Objective 3: Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.


Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Anti-bullying lessons will be presented by SRO staff to all students in grades 6-8.</p>	SRO Officer	Build relationships with law enforcement and deter student bullying				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Social skills and anti bullying messages will be included weekly in the school announcements.</p>	Principal, Counselor	Less student bullying incidents				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Ryan Carroll	Principal
Administrator	John Perkins	Assistant Principal
Administrator	Georgetta McAlister	Assistant Principal
District-level Professional	Cindy Johnson	Counselor
Community Representative	Lenora Choice	At Risk Coordinator/Interventionist
Classroom Teacher	Stephen Wilson	Teacher
Classroom Teacher	Kimberly Turner	Teacher
Classroom Teacher	Crissy Muegge	Teacher
Classroom Teacher	Poinsetta Moore	Teacher
Parent	Elizabeth Canada	Support Staff
District-level Professional	Tracy Foster	Diagnostician