

# Longview Independent School District

## Forest Park Middle School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps



**Board Approval Date: October 8, 2018**

# Mission Statement

Together we will help all students become creative, critical, and reflective thinkers and achieve academic excellence while providing all learners with a holistic academic foundation required to master the Texas Essential Knowledge and Skills.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Forest Park serves 442 students in grades 6-8. Eight-four percent are economically disadvantaged. The campus mobility rate is 17.6%, and the Special Education population makes up 13%. English learners make up 28.5% of the student body, where English is the student's second language. Teacher retention for 2017- 2018 is 52%, a 24% decrease from 2017-2018.

Category	Count	Percent
Gender		
Female	214	48.4%
Male	228	51.6%
Ethnicity		
Hispanic	272	61.5%
Race		
American Indian	1	
African American	123	27.8%
White	31	7%
Two or More Races	15	3.4%

## Student Academic Achievement

### Student Academic Achievement Summary

Percentage at Approaches per Subject in 2018

Subject	All Students	African American	Hispanic	White	Two or More Races	ECD	Special Ed.
All Tests	67%	64%	66%	76%	77%	65%	62%
Reading	69%	71%	66%	81%	94%	67%	34%
Mathematics	81%	73%	86%	73%	75%	80%	70%
Writing	47%	52%	43%	33%	86%	47%	0%
Science	59%	54%	57%	73%	100%	54%	40%
Social Studies	38%	37%	35%	64%	100%	35%	33%

Difference Between 2017-2018 School Year Percentage at Approaches to the 2017-2018 School Year Percentage at Approaches

Subject	All Students	African American	Hispanic	White	Two or More Races	ECD	Special Ed.
Reading	+2%	+9%	-1%	-1%	+7%	+3%	-10%
Mathematics	+6%	+4%	+9	+15%	+18%	+7%	+17%
Writing	-11%	-2%	-13%	-34%		-4%	-37%
Science	-11%	-6%	-15%	-27%	-17%	-14%	
Social Studies	-12%	-1%	-21%			-12%	

The data shows that significant gains were made in math across all subpopulations of students, while writing, science, and social studies showed a decrease across all subpopulations of students.

<b>Distinctions Earned</b>	<b>Indicators Earned</b>
Academic Achievement in ELAR	Attendance, Accelerated Student Growth in ELA, 6th Grade Performance, 8th Grade Performance
Academic Achievement in Math	Attendance, Accelerated Student Growth in Math, 6th Grade Performance, Algebra Participation
Comparative Academic Growth	Ranked 6th
Comparative Closing the Gap	Ranked 5th

The distinctions earned by Forest Park show the significant gains made in math and moderate gains showed in ELAR, as a result of strategic planning and PLCs conducted throughout the 2017-2018 school year. Comparative Academic Growth and Comparative Closing the Gap distinctions were earned because of the gains made within the math and ELAR classroom, as well.

<b>2018 Accountability Ratings Overall Summary</b>		
Overall	82	Met Standard
Student Achievement	70	Met Standard
School Progress	81	Met Standard
Closing the Gap	84	Met Standard

The attendance rate is 97.27%. Students take the state assessment each year and take simulation tests 1.5 months prior to their STAAR test. Every four weeks, students take a district common assessment and take campus assessments as needed. Teachers formatively assess every day in their classroom. Based upon summative and formative data, teachers create interventions and growth opportunities for students.

To address Domain 3, Closing the Gaps, Special Education teachers will work with and instructionally support teachers and identified students in Reading, Math, Writing, Science, and Social Studies.

To address Domain 3, Closing the Gaps, Instructional Assistants will work within Reading, Writing, Math, and Social Studies classrooms to academically support Special Education students with the goal of progressing the students towards Approaches, Meets, and Masters Grade Level on STAAR

To address Domain 3, Closing the Gaps, one professional development day will be provided each week for ELA, Writing, Math, Science, and Social Studies

teachers. This day will focus on deconstructing the TEKS as a department with curriculum specialists in attendance, implementation of Margaret Kilgo strategies, best instructional practices that are researched based, rigorous and meaningful, and lesson planning to ensure classroom activities are aligned to the standards, which will increase the performance and progress of all students, African American, Hispanic, Special Education, ECD, and ELL students.

To address Domain 3, Closing the Gaps, teachers will be use the district's Writing Prompt Common Assessment rubrics, mirrored from STAAR test grading rubrics. Students are aware of the grading rubric when engaged in a writing assignment.

To address Domain 3, Closing the Gaps, teachers will attend the Curriculum and Instruction's Secondary Workshops for the purpose of creating rigorous, aligned lessons which engage the students in the writing process.

To address Domain 3, Closing the Gaps, and Domain 1, Student Achievement, teachers will use Common Assessment scores to monitor students' performance, the effectiveness of interventions, and progress towards Approaches, Met, and Masters grade level performance, specifically focusing on all students, African American, Hispanic, ECD, Two or More Races, and ELL students.

To address Domain 3, Closing the Gaps, Study Island will be utilized as an interactive tutorial support and intervention for students in Reading, Math, Science, and Social Studies.

To address Domain 3, Closing the Gaps, FPMS teachers and staff will utilize the RTI process to ensure the supplementation and documentation of Tier II and Tier III instruction and support for Special Education and identified students in Math, Science, Reading, Writing, and Social Studies.

**Student Academic Achievement Strengths**

All subpopulation of students grew from the 2017-2018 school year in math.

Growth by Subpopulation of Students in Math from the 2016-2017 school year to the 2017-2018 school year

All Students	+6%
African American	+4%
Hispanic	+9%
White	+15%
Two or More Races	+18%
ECD	+17%
Special Education	+17%

All students, African American, Hispanic, White, Two or More Races, and ECD met Domain 3 in Reading.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Less than 60% of Special Education students approached in reading, writing, science, and social studies STAAR. **Root Cause:** The root cause is a misalignment of instruction, which will be addressed through a collaborative effort from the administration and teachers through Professional Learning Communities, observations, and feedback.

**Problem Statement 2:** Forty-seven percent of all students passed the writing STAAR. **Root Cause:** The root cause is a misalignment of instruction, which will be addressed through a collaborative effort from the administration and teachers through Professional Learning Communities, observations, and feedback.

**Problem Statement 3:** All students, African American, Hispanic, white, ECD, and Special Education students approaching on the writing STAAR range from 52% to 33%. **Root Cause:** The root cause is a misalignment of instruction, which will be addressed through a collaborative effort from the administration and teachers through Professional Learning Communities, observations, and feedback.

**Problem Statement 4:** Thirty-four percent of 7th grade Special Education students passed the writing STAAR. **Root Cause:** The root cause is a misalignment of instruction, which will be addressed through a collaborative effort from the administration and teachers through Professional Learning Communities, observations, and feedback.

**Problem Statement 5:** Thirty-eight percent of all students passed the Social Studies STAAR. **Root Cause:** The root cause is a misalignment of instruction, which will be addressed through a collaborative effort from the administration and teachers through Professional Learning Communities, observations, and feedback.

**Problem Statement 6:** All students, African American, Hispanic, ECD, and Special Education students approaching on the Social Studies STAAR range from 33% to 38%. **Root Cause:** The root cause is a misalignment of instruction, which will be addressed through a collaborative effort from the administration and teachers through Professional Learning Communities, observations, and feedback.

**Problem Statement 7:** Fifty-nine percent of all students passed the Science STAAR. **Root Cause:** The root cause is a misalignment of instruction, which will be addressed through a collaborative effort from the administration and teachers through Professional Learning Communities, observations, and feedback.

**Problem Statement 8:** All students, African American, Hispanic, ECD, and Special Education students approaching on the Science STAAR range from 59% to 40%. **Root Cause:** The root cause is a misalignment of instruction, which will be addressed through a collaborative effort from the administration and teachers through Professional Learning Communities, observations, and feedback.



## **School Processes & Programs**

### **School Processes & Programs Summary**

The school culture is focused on excellence, encompassing academics, behavior, and extracurricular activities.

Departments and grade levels meet in Professional Learning Communities to plan, dialogue about curriculum, discuss alignment, analyze data, read and discuss research concerning best practices for student achievement, discuss students' work and effectiveness of interventions.

FPMS will continue to implement the RPM Reflective Practice Model that is tailored after Judson ISD Systems of Instructional Accountability which aims at providing teachers the opportunity to reflect on teaching practices and student products to ensure rigor and alignment to the TEKS.

Forest Park values the creation of learning experiences for students outside the classroom.

Attendance rate was 98.1%.

Forest Park has a full time Parent/Student Interventionist who works on building relationships, preventing bullying, and bringing parents into the educational community.

FPMS has a bullying box for students to anonymously report bullying.

Students and parents can also go online to the LISD Safety portal to complete and submit the “Bullying Report Form.”

FPMS has a "Conflict Resolution" form teachers submit to administrators to nominate students in need of conflict resolution.

All students participate in Physical Education or an equivalent including Athletics, ROTC, Marching Band, or Dance. All students in Physical Education participate in FitnessGram.

### **School Processes & Programs Strengths**

Parent/teacher conferences are conducted with parents/guardians of students where classroom behavior, academics, and STAAR and Common Assessment scores and goals are discussed. Teachers' Wednesday prep period is reserved for parent/teacher conferences.

Parent and student handbooks are distributed to the parents via paper and/or electronically in both English and Spanish to communicate rules and policies of FPMS and LISD.

FPMS provides learning experiences outside of the classroom, including field trips to Letourneau and LHS to view watch theatrical productions, to Wiley College, LeTourneau, and SFA to tour the campuses, to Longview Museum of Art, to Maude Cobb for Career Inspire Expo, to area nursing homes at Christmas, and to various competitions in the arts.

A Dyslexia teacher facilitates the Read 180 Lab to support students with Dyslexia

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Less than 60% of Special Education students approached in reading, writing, science, and social studies STAAR. **Root Cause:** Specific and intentional interventions were not conducted targeting these students and their needs.

**Problem Statement 2:** Teacher retention for 2017- 2018 is 52%, a 24% decrease from 2017-2018. **Root Cause:** Our campus has not had student teachers on the FPMS campus since the 2012-2013 school year, where we would be able to develop and grow future FPMS teachers.

**Problem Statement 3:** Forest Park does not have a School by Design math, ELAR, science, or social studies support teacher. **Root Cause:** Staffing is not based upon the School by Design framework but the master schedule is.

## **Perceptions**

### **Perceptions Summary**

The school culture is focused on excellence, encompassing academics, behavior, and extracurricular activities.

Attendance rate was 98.1%.

Forest Park has a full time Parent/Student Interventionist who works on building relationships, preventing bullying, and bringing parents into the educational community.

### **Perceptions Strengths**

Staff and students feel safe.

Students feel the school climate is positive and caring.

Administrators and teachers value a culture of excellence throughout the school and hold students to high expectations.

FPMS has continued to grow the number of opportunities for families and community partners to be involved in the educational process of our students.

Skyward allows parents the capability to access information related to school activities as well as students' academic and behavior performance.

FPMS has seen an increased attendance at school functions, parent information nights, honor society programs, academic celebration

Eleven FPMS teachers and staff are bilingual.

Parent and IB Handbooks were given to all parents at the beginning of the 2018-2019 school year.

School Messenger call-out system keeps parents informed of upcoming dates and events.

An involved Parent Interventionist support staff develops relationships with students, families, and the community by making home visits, coaching, sponsoring Crime Stoppers, and arranging student activities within the community

The Community Partnerships with Forest Park Magnet School include Partners in Prevention, Girl Scouts, Boys and Girls Club.



# 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Study of best practices



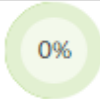

# Goals

## Goal 1: Improve Recruitment and Retention of Quality Personnel

**Performance Objective 1:** Encourage universities to place student teachers in Forest Park classrooms

**Evaluation Data Source(s) 1:** LISD Career Expo.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 7  1) FPMS will utilize the LISD Human Resource department to recruit highly qualified teachers to Forest Park during the LISD Career Expo.	Campus Leaders	Hiring of highly qualified teachers				
<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 1:** Improve Recruitment and Retention of Quality Personnel

**Performance Objective 2:** Develop community and college relationships

**Evaluation Data Source(s) 2:** Alliances formed with Letourneau University, Wiley College, and SFA

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Network and form alliances with Letourneau University, Wiley College, and SFA as field trips for students are scheduled to promote Forest Park Middle School to perspective teachers.</p>	Campus Leaders	Participation count in field trips				
<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 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:** PLC Agenda, PD Agenda, Common Assessment data, STAAR data, Formative Assessment data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Teachers, administrators, and instructional paraprofessionals will be provided on-going job embedded training in high-yield, effective strategies and instruction to ensure that students are achieving at high levels.</p>	Campus leaders, District personnel	Lesson plans are based upon high-yield, effective strategies and instruction				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Teacher schedules have been designed to provide high impact support to staff with the addition of one Professional Development day per week and 90 minutes of planning and prep time per day. Instructional Specialists, principals, and effective teachers will facilitate the professional development days, giving an opportunity to mentor new, novice, and ineffective teachers. The professional development day will focus on designing and developing appropriate lessons and assessments; monitoring and intervening for targeted students and student groups, coordinating local services and programs, and school and parent partnerships.</p>	Campus Leaders	Lesson plans are based upon high-yield, effective strategies and instruction				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Teachers will attend professional development sessions provided by the district such as TxBESS, Poverty Conference, and the Curriculum and Instruction's Secondary Workshops for the purpose of improving student achievement.</p>	Campus Leaders	Improvement of student achievement				

<p><b>Critical Success Factors</b> CSF 1</p> <p>4) FPMS will provide IB training and continued consistent support of IB strategies to be implemented throughout the school year.</p>	<p>Campus Leaders, Magnet Curricular Support Specialist</p>	<p>Implementation of IB MYP Unit Planners within each IB classroom</p>				
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>						


**Goal 1:** Improve Recruitment and Retention of Quality Personnel

**Performance Objective 4:** Decrease the staff turnover rate


**Evaluation Data Source(s) 4:** Morning Announcements, Weekly Newsletter

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Recognize staff birthdays, awards, and achievements in person, by email, in meetings, and over the morning announcements</p>	Campus Leaders	Positive campus culture				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Improve staff communication by holding staff meetings as needed, weekly department meetings, and by sending a weekly newsletter called "Eagle Essentials" to all staff.</p>	Campus Leaders, Principal's Secretary	Weekly and as-needed communication				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 1:** Encourage more dialogue between parents/guardians and the community to increase their participation in the educational process in order to strengthen the bond between home and school

**Evaluation Data Source(s) 1:** Meeting sign-in sheets, documentation of contact

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) FPMS will host a "Meet the Teacher" before the beginning of school to provide parents/guardians and family the opportunity to meet and visit with teachers and tour the campus.</p>	Campus Leaders	Increased opportunity for families to be involved in the educational process				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Parent/teacher conferences will be conducted with parents/guardians of students where classroom behavior, academics, and STAAR and Common Assessment scores and goals will be discussed.</p>	Campus Leaders	Increased opportunity for families to be involved in the educational process				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) The district and campus website will be up-to date with information on school related activities and functions with Spanish translation capabilities.</p>	Campus Leaders, IT	Increased opportunity for families to be involved in the educational process				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Parents are invited to FPMS for special activities such as band concerts, UIL contests, recognition ceremony, and end of year awards ceremony.</p>	Campus Leaders	Increased opportunity for families to be involved in the educational process				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Utilize the School Messenger call-out system to inform parents of information and upcoming events</p>	Campus Leaders	Increased opportunity for families to be involved in the educational process				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) Parent and student handbooks are distributed to the parents via paper and/or electronically in both English and Spanish.</p>	Campus Leaders	Increased opportunity for families to be involved in the educational process				

 = Accomplished    
  = Continue/Modify    
  = No Progress    
  = Discontinue

**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:** UIL participation numbers, PLC agendas, PD agendas, lesson plans, gallery walks, participation count of field trips

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Provide and expand a rigorous UIL program for all students</p>	UIL Coordinator	Increased participation and placing of students in UIL events				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Departments will meet in Professional Learning Communities to plan, dialogue about curriculum, discuss alignment, analyze data, read and discuss research concerning best practices for student achievement, discuss students' work and effectiveness of interventions.</p>	Campus Leaders	Increased student performance on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Ensure that core teachers are dual coding their daily lessons with their TEKS process standards and ensure the rigor and complexity of the standards are being addressed by the students</p>	Campus Leaders	Increased student performance on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Continue to implement the RPM Reflective Practice Model that is tailored after Judson ISD Systems of Instructional Accountability which aims at providing teachers the opportunity to reflect on teaching practices and student products to ensure rigor and alignment to the TEKS.</p>	Campus Leaders	Aligned curriculum to state standards				

<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Provide learning experiences outside of the classroom, including field trips to Letourneau and LHS to view theatre productions, to Wiley College, LeTourneau, and SFA to tour the campuses, to LHS to view "Bye, Bye, Birdie," to Longview Museum of Art, to Maude Cobb for Career Inspire Expo, to area nursing homes at Christmas and in May, and to various competitions in the arts.</p>	<p>Campus Leaders</p>	<p>Increase student exposure to learning outside of the classroom</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**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: Attendance rate**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Parent/Student Interventionist, teachers, administrators, and SRO will monitor student attendance, tardiness and dropouts on a daily basis.</p>	SRO, Parent/Student Interventionist, teachers, campus leaders	Increased attendance				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Parent/Student Interventionist, SRO, and administrators will conduct home visits to check on students with excessive absences and tardies.</p>	SRO, Parent/Student Interventionist, teachers, campus leaders	Increased attendance				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Utilize the School Messenger call-out system to inform parents of student's absences and make calls to parents to inquire about students' absences</p>	SRO, Parent/Student Interventionist, teachers, campus leaders	Increased attendance				





**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:** Read180 performance, STAAR data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) A Dyslexia teacher facilitates the Read 180 Lab to support students with Dyslexia.</p>	Campus Leaders	Increased student performance on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Improve the performance of At-Risk Students by effectively using the RTI Process to determine needed programs and resource support, decide placement, adjust targeted classroom instructional delivery based on performance, and monitor the impact of attendance and discipline on student performance and learning, and provide teachers training on the use of RTI procedures</p>	Campus Leaders, Assistant Principal, Special Education Teachers, Teachers	Increased student performance on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Ensure that Special Education and ESL Programs and services are administered effectively and in compliance with state and federal guidelines and requirements, including ensuring that teachers effectively implement and monitor RTI Tiered Interventions and accommodations.</p>	Campus Leaders, District Personnel	Increased student performance on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Monitor instruction with walk-throughs in Math, Science, Reading, Social Studies, and Writing and provide evidence-based feedback to teachers and allow time for teacher reflection</p>	Campus Leaders	Increased student performance on STAAR				

<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Ensure all dyslexic students take Read 180 with a highly qualified teacher, adjust targeted classroom instructional delivery based on performance, comprehension, and growth, monitor the impact of the student's progress in the Read 180 program based upon performance and learning in core classes</p>	<p>Campus Leaders</p>	<p>Increased student performance on STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Identify potential 7th grade Duke Scholars and provide opportunities for participation in the program, including tutoring and paying the assessment fee for ECD students</p>	<p>Campus Leaders,</p>	<p>Increased participation in Duke Scholar</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>						





**Goal 3:** All Schools Will Meet State Accountability Standards

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

**Evaluation Data Source(s) 4:** STAAR Data

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Improve the performance of At-Risk Students by effectively using the RTI Process to determine needed program and resource support, decide placement, adjust targeted classroom instructional delivery based on performance, and monitor the impact of attendance and discipline on student performance and learning, and provide teachers training on the use of RTI procedures</p>	Campus Leaders	Increased student performance on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Ensure that Special Education and ESL Programs and services are administered effectively and in compliance with state and federal guidelines and requirements, including ensuring that teachers effectively implement and monitor RTI Tiered Interventions and accommodations</p>	Campus Leaders	Increased student performance on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Monitor instruction with walk-throughs in Math, Science, Reading, Social Studies, and Writing and provide evidence-based feedback to teachers and allow time for teacher reflection</p>	Campus Leaders	Increased student performance on STAAR				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Include all Instructional Assistants and Special Education teachers in Math, Science, ELA, Writing, and Social Studies PLC's, data disaggregation, team planning, and data discussion, focusing on Special Education students' progress towards Approaches, Meets, and Masters Grade Level</p>	Campus Leaders	Increased student performance on STAAR				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Ensure all dyslexic students take Read 180 with a highly qualified teacher, adjust targeted classroom instructional delivery based on performance, comprehension, and growth, monitor the impact of the student's progress in the Read 180 program based upon performance and learning in core classes</p>	Campus Leaders	Increased student performance on STAAR				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Identify potential 7th grade Duke Scholars and provide opportunities for participation in the program, including tutoring and paying the assessment fee for ECD students</p>	Campus Leaders	Increased student participation in Duke Scholar				
<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 3:** All Schools Will Meet State Accountability Standards

**Performance Objective 5:** Increase student participation, completion, and performance in GT, Honors, IB, as well as on ACT and SAT exams

**Evaluation Data Source(s) 5:** Participation numbers in selected classes and programs

**Summative Evaluation 5:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 1) Meet with feeder campus principals to make informed decisions regarding student placement	Campus Leaders, Elementary campus leaders	Informed decisions regarding placement of students				
<b>Critical Success Factors</b> CSF 1 2) Implement a balanced IB program including the teaching of Spanish and design classes	Campus Leaders	Implementation with fidelity of MYP courses				
<b>Critical Success Factors</b> CSF 1 3) Increase the number of Pre-AP and IB track classes offered to allow more student participation and begin a trajectory that leads to the IB Diploma Programme at Longview High School	Campus Leaders	Increased participation of PreAP and IB track programs				

**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:** STAAR data

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Implement with fidelity the TEKS Resource System aligned to the state curriculum in all Science, Math, Reading/ELA, and Social Studies classrooms including the selection of aligned resources and integrated technology tools.</p>	Campus Leaders	Increased student performance on STAAR				
<p style="text-align: center;">  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>						


**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:** PLC and PD agenda, STAAR data, lesson plans

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 1) Ensure Science Teachers are providing 40% of instructional time in hands-on labs	Campus Leaders	Increased student performance on STAAR				
<b>Critical Success Factors</b> CSF 1 2) Instructional Specialists will model lessons and labs for teachers to foster improved instruction.	Campus Leaders, Instructional Specialists	Increased student achievement on STAAR				




= 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:** STAAR data, PLC and PD Agendas

**Summative Evaluation 3:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Target 6th and 7th grade TEKS that align with 8th grade and utilize TEKS Resource System, LISD Secondary pacing guides, Judson ISD Reflective Practice Model, district Instructional Specialist, and Margaret Kilgo's strategies to increase rigor and improve quality instruction</p>	Campus Leaders	Increased student performance on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Campus IB Coordinator will work with teachers to ensure vertical alignment of the International Baccalaureate Middle Years Programme concepts and objectives, which align with the TEKS in concepts, complexity, and rigor.</p>	Campus Leaders	IB MYP and TEKS aligned curriculum				
<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 4:** All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

**Performance Objective 4:** Increase the hiring of HQ teachers specifically for math and science

**Evaluation Data Source(s) 4:** Hiring of highly-qualified teachers

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Participate in the districts Career Expo in order to recruit highly qualified math and science teachers</p>	Campus Leaders	Hiring of high-qualified teachers				
<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 4:** All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science


**Performance Objective 5:** Writing teachers will attend professional development aimed at creating rigorous lessons aligned to the TEKS where students will be creating exemplary writing samples with the purpose of improving the students' writing abilities


**Evaluation Data Source(s) 5:** Lesson plans, STAAR data, PLC and PD agendas


**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Teachers will be use the district's Writing Prompt Common Assessment rubrics, mirrored from STAAR test grading rubrics. Students are aware of the grading rubric when engaged in a writing assignment.</p>	Campus Leaders	Increased student achievement on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will attend the Curriculum and Instruction's Secondary Workshops for the purpose of creating rigorous, aligned lessons which engage the students in the writing process.</p>	Campus Leaders	Increased student achievement on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Writing teachers will conference with students after the completion of a writing assignment to provide meaningful feedback and discuss student goals moving forward with the growth of all students, African Americans, Hispanic, Special Education, ECD, and ELL students as the focus.</p>	Campus Leaders	Increased student achievement on STAAR				

 = Accomplished

 = Continue/Modify

 = No Progress

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

**Performance Objective 6:** Social studies teachers will dissegregate data and develop interventions aimed at increasing the performance and achievement of all students, including the sub-populations of African American, Hispanic, ECD, and ELL students


**Evaluation Data Source(s) 6:** PLC and PD Agenda, STAAR data, lesson plans

**Summative Evaluation 6:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Teachers will use Common Assessment scores to monitor students' performance, the effectiveness of interventions, and progress towards Approaches, Met, and Masters grade level performance, specifically focusing on all students, African American, Hispanic, ECD, and ELL students.</p>	Campus Leaders	Increased student achievement on STAAR				




= 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 7:** Reading, Math, Writing, Science, and Special Education teachers will disaggregate data and develop interventions aimed at increasing the performance and achievement of all students, including the sub-populations of African American, Hispanic, ECD, and ELL students.


**Evaluation Data Source(s) 7:** Common Assessment data, STAAR data, lesson plans, PLC and PD agendas

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Teachers will use Common Assessment scores to monitor students' performance, the effectiveness of interventions, and progress towards Approaches, Met, and Masters grade level performance, specially targeting all students, African American, Hispanic, Special Education, ECD, and ELL students.</p>	Campus Leaders	Increased student achievement on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Study Island will be utilized as an interactive tutorial support and intervention for students in Reading, Math, and Science.</p>	Campus Leaders	Increased student achievement on STAAR				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) FPMS teachers and staff will utilize the RTI process to ensure the supplementation and documentation of Tier II and Tier III instruction and support for Special Education and identified students in Math, Science, Reading, Writing, and Social Studies.</p>	Campus Leaders	Increased student achievement on STAAR				




= Accomplished



= Continue/Modify



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## Campus Action Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cynthia Wise	
Classroom Teacher	Lakesha Williams	
Administrator	Lawrence Hines	
Administrator	Megan Burns	
Classroom Teacher	Ella Gupton	
Classroom Teacher	Kristi McAdams	
Classroom Teacher	Lezlee Bozman	
Parent	Alma Orrosquieta	
Classroom Teacher	Jabori Jackson	