

**Longview Independent School District
Longview Early Graduation High School
2018-2019 Campus Improvement Plan**

Accountability Rating: Met Alternative Standard



Board Approval Date: October 8, 2018

Mission Statement

Longview Early Graduation High School will provide a safe learning environment for all students with the expectation that all students can and will succeed as they become college and career ready for the 21st century.

Vision

Improving Lives One Student at a Time

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Longview Early Graduation High School provides an education to students in grades 9-12.

During the 2017-18 school year, Longview Early Graduation's student demographics were as follows:

Female	46%
Male	54%
Hispanic	34%
Am. Indian	1%
Asian	0%
Afr.American	44%
Hawaiian	1%
White	17%
ECD	59%
ELL	44%
SPED	11%
2 or More	1%
Free Lunch	63%
At-Risk	90%
ECD	65%
LEP	9%

This year's staff demographics will be composed of 10 Black, 7 White, and 1 Hispanic member.

Most of the students are from south Longview. The student/teacher ratio is 1:15 students. Data is unavailable at this time to show evidence of benefits or lack thereof regarding student/teacher ratio.

There are 2 teachers for each tested subject. The special ed department has 1 1/2 teachers. There is one vacancy (Science/Special Ed).

Demographics Strengths

This diverse campus does not have racial tension. Students interact with each other in a positive way.

One of this year's goals is to increase the number of Globe Scholars & Globe Scholars with distinction.

LEGHS will continue to improve attendance rates by having a goal of 97%. A goal for this year is to minimize the number of drop-out students and to close the achievement gap between sub-populations. In an effort to mirror student demographics, we will continue to actively recruit minority teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LEGHS staff needs to have more Hispanic representation so Hispanic students can have someone to relate to. **Root Cause:** There are not a lot of Hispanic people going into education due to cost and citizenship.

Problem Statement 2: A special ed teacher is needed to service students in 4 pm-6 pm program (non scheduled). **Root Cause:** The special education teachers work for the district in other capacities from 4 pm-6pm.

Student Academic Achievement

Student Academic Achievement Summary

Student data is disaggregated using DMAC. Data is disaggregated by grade, teacher, gender, ethnicity, economically disadvantaged, at-risk, special education, and LEP.

The 2018 EOC data indicates that there is a deficit in ELA. Although English I showed improvement from the previous year (6% increase), the scores are greatly below the state average.

Student Academic Achievement Strengths

LEGHS' 2017-18 student results are listed in the charts below.

2017 STAAR RESULTS

Subject	Students Tested	Approaches	Meets	Masters
English	76	35%	14%	0%
Algebra	61	82%	21%	3%
Biology	76	70%	25%	0%
History	57	84%	25%	7%

2018 STAAR RESULTS

Subject	Students Tested	Approaches	Meets	Masters
English	57	37%	18%	2%
Algebra	52	85%	31%	8%
Biology	56	57%	20%	2%
History	89	81%	42%	11%

2018 STAAR Results by Demographics - Algebra I

Subpopulation	Approaches Grade Level	Meets Grade Level	Masters Grade Level
All Students	90%	33%	7%
African American	81%	24%	0%
Hispanic	100%	38%	8%
White	100%	50%	25%
ECD	96%	35%	8%
Special Education	20%	0%	0%

2018 STAAR Results by Demographics - US History

Subpopulation	Approaches Grade Level	Meets Grade Level	Masters Grade Level
All Students	81%	47%	14%
African American	83%	47%	10%
Hispanic	77%	46%	15%
White	92%	50%	25%
ECD	84%	45%	8%
Special Education	67%	33%	0%

2018 STAAR Results by Demographics - Biology

Subpopulation	Approaches Grade Level	Meets Grade Level	Masters Grade Level
All Students	52%	24%	3%
African American	33%	20%	7%

Hispanic	78%	33%	0%
White	57%	29%	0%
ECD	53%	32%	0%
Special Education	0%	0%	5%

2018 STAAR Results by Demographics - English I

Subpopulation	Approaches Grade Level	Meets Grade Level	Masters Grade Level
All Students	34%	20%	2%
African American	23%	5%	5%
Hispanic	54%	38%	0%
White	40%	40%	0%
ECD	37%	20%	3%
Special Education	0%	0%	0%

2018 STAAR Results by Demographics - English II

Subpopulation	Approaches Grade Level	Meets Grade Level	Masters Grade Level
All Students	24%	12%	0%
African American	21%	11%	0%
Hispanic	23%	12%	0%
White	40%	20%	0%
ECD	32%	16%	0%
Special Education	0%	0%	0%

LEGHS Met Alternative Standard with an overall score of 62. The student achievement score was 76. School Progress was 71. Closing the Gaps is in need of improvement with a scaled score of 30.

There were gains in English I and US History (9 point increase) compared to last year. Algebra stayed the same at 85% passing. Biology (57%) needs improvement to reach the campus goal of 95%. LEGHS will continue to offer targeted tutorials throughout the school day and the days leading up to STAAR testing. Transportation will be provided to students in need of additional instruction done outside of class time.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Motivating students to learn **Root Cause:** Teachers taking time to thoroughly teach TEKs and create engaging lessons

Problem Statement 2: Students reading below grade level **Root Cause:** Students not receiving the remediation they needed in lower grades

School Processes & Programs

School Processes & Programs Summary

All classes are at least 60 minutes long. Students attend each class daily. Students that have a whole day schedule attend from 8 am-4 pm. Those students that have a half day schedule attend morning or afternoon sessions (minimum of 4 hours). Optional schedules allow students to begin and end their school-day based on the individual student's needs.

Students take "teacher taught" classes (English I, English II, Algebra, Biology, and US History) as well as other required courses on A+ computer software to complete graduation requirements.

The district curriculum department provides curriculum and pacing guides for each subject. The district curriculum support and campus departments have Professional Learning Community (PLC) meetings weekly. During these meetings teachers work on lesson plans, content, pacing, instructional strategies, and anything else that needs to be addressed.

The principal began recruiting teachers in January. It was difficult recruiting quality teachers.

Five (5) new teachers were hired for the 2018-19 school-year. Each of them will participate in the TxBESS program. This program is designed to retain and support teachers new to teaching and/or the district.

The principal will do frequent walk-throughs and conferences with teachers new to the campus. Teachers that need help with instruction will also observe effective teachers at other campuses and meet with the district instructional specialist.

School Processes & Programs Strengths

LEGHS has systems in place to maximize curriculum. Students are able to attend their "tested" classes during one shift and can opt to arrive earlier or stay later to earn additional credits needed for graduation. This option provides students with the opportunity to make their own schedule. This option is practice for those that plan to attend colleges or universities.

Students will be exposed to different colleges and careers throughout the year on and off campus.

LEGHS has a student recognition ceremony every six weeks for students of the week, honor roll, and perfect attendance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some students are not motivated or mature enough to extend their schedule without prompting. **Root Cause:** Students have shown a lack of motivation throughout their school careers due to family support.

Perceptions

Perceptions Summary

We try to maintain a family-like culture with the staff and students. The staff and students celebrate improvements. Every six weeks there is a special recognition ceremony to highlight students of the week, perfect attendance, and honor roll.

Each staff member is reminded during meetings that students will not work for them if they do not build relationships.

We provide opportunities for students to visit colleges and businesses. We also have a college and career fair each semester. We encourage students to receive post-secondary education. All seniors must visit the Student Service Support Specialist before being approved for graduation. The following is last year's data.

Total TSI Tests administered- 93 (35 students tested, some took tests multiple times to improve score)

Total FAFSA preparation- 24 done in Campus College/Career Center (a total of 33 LEGHS Students did FAFSA per FAFSA report)

Total College Applications completed - 45

WorkKeys - 18 students still enrolled, 6 completed course content, & 3 tested at Workforce

Perceptions Strengths

The perception of the school in the community is changing. More students are enrolling so they can graduate early and go on to college or trade school. This year students that qualify will take Career and Technology courses through East Texas Manufacturing Academy.

Students from all over the region are requesting admission to Longview Early Graduation. Some students have moved from different states to Longview to attend the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some students that are unsuccessful at Longview High School view LEGHS as a punishment **Root Cause:** They are unable to socialize with their friends.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: Hire highly qualified teachers that work well with at-risk students.

Evaluation Data Source(s) 1: Student Achievement
of discipline referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) The principal will begin recruiting in January of the school year.</p>		Principal Human Resources	Hire qualified teachers for vacancies				
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Engage highly qualified/certified personnel to assure all students have the best opportunity for a quality education and provide ongoing mentoring with new teachers.</p>		Principal Human Resources	Hire qualified teachers for vacancies				
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Offer professional development opportunities, particularly in the areas of classroom management, academic rigor, and advanced placement.</p>		Principal Curriculum & Instruction Department	<p>Teachers will have good classroom management that will allow them to have quality instruction.</p> <p>The number of students scoring "Meets" & "Masters" will improve.</p>				

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Ensure all staff members maintain highly qualified status by meeting all certification requirements through participating in required state and local staff-development such as Gifted and talented endorsements, ESL/LPAC training, SIOP, Crisis management, Standards of Conduct, DMAC, and Emergency Operation, etc.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal ESL director Curriculum & Instruction Department</p>	<p>Students will receive differentiated instruction based on their sub-population.</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Develop community and college relationships

Evaluation Data Source(s) 2: # of students enrolling in dual credit and post-secondary education

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6 1) Communicate with area colleges, universities, and trade schools.		Principal Student Support Specialist Counselor	Increase the amount of students that enter post-graduate schools.				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6 2) Provide scholarships to students to assist with expenses for dual credit courses.		Principal Student Support Specialist Counselor	Increase the number of students that enter post-graduate schools.				
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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: Attrition of effective staff members

Summative Evaluation 3:



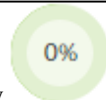

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Continue to provide professional development to teachers on classroom management and engaging activities.</p>		Principal ESL director Curriculum & Instruction Department	Teachers will have good classroom management that will allow them to have quality instruction. The number of students scoring "Meets" & "Masters" will improve.				
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Continue to provide TxBESS training to 1st-year teachers and those new to the district.</p>		Human Resources Principal	Retain high quality teachers.				
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Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Provide the public resource officer with dates and times of important events

Evaluation Data Source(s) 1: Parent phone calls
 Number of parents to show up to events

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Maintain communication with the district public relations department.		Principal Counselor Student Support Specialist	Increase knowledge of the school's successes to the community.				
<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 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 2: Use ConnectEd to provide information to students and parents

Evaluation Data Source(s) 2: Parent phone calls

Number of parents to show up to events

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 1) Maintain communication with parents.		Principal Counselor Student Support Specialist	There will be an increase in parental involvement and decrease of confusion.				
<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 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 3: Use Let's Talk to ensure prompt feedback of emails

Evaluation Data Source(s) 3: Let's Talk survey

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Maintain timely feedback to students, parents, and stakeholders in the community.</p>		Deputy Superintendent Public Relations Department Principal Counselor Student Support Specialist	Maintain positive perceptions regarding campus communication to stakeholders.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 4: Submit happenings to the district newspaper

Evaluation Data Source(s) 4: Community feedback

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Submit happenings to the district newspaper to help maintain communication between the campus and stakeholders.</p>		Public Relations Department Counselor Student Support Specialist	Parents and community members will be able to celebrate their student and the campus.				
<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 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 5: Distribute a school newsletter to the community stakeholders

Evaluation Data Source(s) 5: Community feedback

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Submitting happenings to the school newspaper will help maintain communication between the campus and stakeholders.</p>		Principal Counselor Student Support Specialist	Students will become more engaged in campus activities and being successful at school.				
<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 1: Improve English STAAR scores to 50% passing

Evaluation Data Source(s) 1: Read 180 data
 Tri-weekly Common Assessment Data
 2019 English STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Students will take READ 180 to improve reading and comprehension.		Principal Curriculum & Instruction	The students will show growth in their Lexile levels.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Students will receive individualized remediation.		Principal Curriculum & Instruction	The students will show growth in their Lexile levels.				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Teachers will receive intense training from "The Writing Academy" and use that knowledge to instruct students.		Principal Curriculum & Instruction	Students will show improvement in the writing skills.				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 4) Students will have extended schedules in order to receive more time for instruction.		Principal Curriculum & Instruction	The students will show improvement in their writing skills.				

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Teachers will disaggregate each student's data and use data to guide instruction.</p>		Principal Curriculum & Instruction	Students will show improvement in their reading & writing skills.				
<p>6) Provide targeted tutorials to students outside of school hours.</p>		Principal	Students will show improvement in their reading & writing skills.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 2: Improve Science STAAR scores to 95% passing

Evaluation Data Source(s) 2: Common Assessment data
2019 Biology STAAR scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Teachers will create student-led instructional activities.		Principal Curriculum & Instruction	Students will show improvement in their science scores.				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Teachers will use instructional strategies that are best for at-risk, LEP, and special ed students.		Principal Curriculum & Instruction	Students will show improvement in their science scores.				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Provide targeted tutorials outside of school hours.		Principal	Students will show improvement in their science scores.				

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 3: Increase the number of students taking CTE courses

Evaluation Data Source(s) 3: Total of certifications earned
Total of college hours earned

Summative Evaluation 3:

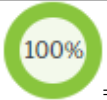



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Enroll students in the East Texas Manufacturing Academy.		Principal Curriculum & Instruction	Increase the number of students earning a workforce certificate.				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Search for scholarships so that students may attend college classes.		Principal Curriculum & Instruction	Increase the number of students earning college credits.				

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 4: Provide intentional and additional instruction to students in need

Evaluation Data Source(s) 4: Common Assessment data
2019 STAAR performance

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Monitor student data and provide instruction based on the findings.</p>		Principal Curriculum & Instruction	Students will show improvement in their academic performance.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 5: Earn 95% passing rate in Algebra & US History

Evaluation Data Source(s) 5: Common Assessment Data
2019 STAAR performance

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Provide hands-on instruction to students.		Principal Curriculum & Instruction	Students will show an increase in their academic performance.				
<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 6: Closely watch data by individuals and sub-populations

Evaluation Data Source(s) 6: Track student progress on weekly & common assessments

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7 1) Use DMAC to track all students.		Principal Curriculum & Instruction	Students will show an increase in their academic performance.				





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

Performance Objective 1: Vertically and horizontally align the cross-curricular content areas

Evaluation Data Source(s) 1: RPM model

Common Assessment Data
2019 STAAR performance

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Provide time for middle school and high school core subjects to discuss curriculum.		Curriculum and Instruction Department	Create an aligned curriculum that maximizes student success.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 2: Provide foundation classes to 9th-graders

Evaluation Data Source(s) 2: Common Assessment Data

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) 9th grade students will take foundation classes (Pre-Algebra, IPC, Read-180, Geography).</p>		Principal Counselor	Students will be better prepared for their tested EOC subjects.				
<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 3: Create lessons that are rigorous and that ask higher-order thinking questions

Evaluation Data Source(s) 3: Principal & C & I will monitor assignments and assessments

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Teachers will use TEKS resources to help them create higher-order thinking questions and activities.</p>		Principal Curriculum and Instruction Department					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 4: Create a learning climate that empowers students

Evaluation Data Source(s) 4: Students will evaluate their own work as well as their peers by using rubrics

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Teachers will create student-led TEKs based activities.</p>		Curriculum and Instruction Department Principal	Students will show improvement academically.				
<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 5: Maintain parent contact with students that are in need of improvement

Evaluation Data Source(s) 5: Parent call-log

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Teachers are to use their conference period to contact parents about academics and behavior.		Principal	Parents will take an active role in supporting the teacher with maximizing student success and growth.				
<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 6: Classroom environments that are student-led

Evaluation Data Source(s) 6: Walk-through data that shows evidence of teachers acting as the facilitators

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers are to use effective instructional strategies that have been given to them by the principal and the curriculum and instruction department.		Curriculum and Instruction Department Principal	Students will show academic growth.				





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

Performance Objective 1: Increase the number of students entering directly into the workforce and/or post-graduate studies

Evaluation Data Source(s) 1: Total TSI Tests administered-
Total FAFSA preparation College/Career Center
Total College Applications completed

Total enrolled in WorkKeys

Summative Evaluation 1:

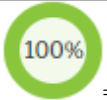



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) All graduates are encouraged to take the TSI, ACT, and WorkKeys to be approved for graduation.	2.5	Principal Student Support Specialist Counselor Teachers	The number of students pursuing post-graduate education will increase each year.				
<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 2: Provide opportunities for students to visit colleges

Evaluation Data Source(s) 2: Total college trips
Total number of students attending college

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Students will be taken to visit colleges and trade schools.</p>	2.4	Principal Student Support Specialist Counselor	The result will be that students will become more educated on college requirements.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 3: Provide students with information about various careers

Evaluation Data Source(s) 3: Total college trips
Total number of students attending college

Summative Evaluation 3:



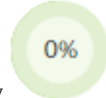

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) There will be a college and career fair held each semester on campus. LEGHS students will attend the GLOBE career expo.</p>	2.4	Principal Student Support Specialist Counselor	The result will be that students will become more educated on college requirements and college life.				
<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 4: Community in Schools will provide individual and group counseling sessions discussing life choices

Evaluation Data Source(s) 4: Student Achievement
Student Behavior

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Promote social and emotional activities to help students make healthy and wise choices during crisis situations.</p>	2.6	Principal Student Support Specialist Counselor Teachers	Students will show improvement in student achievement and behavior.				
<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 5: Establish a partnership with ETCADA to deter and/or stop substance abuse

Evaluation Data Source(s) 5: Monitor student behavior

Summative Evaluation 5:





Strategy Description	ELEMENTS	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) ETCADA will provide a 12-week curriculum (Toward No Drug Abuse).	2.6	Principal Student Support Specialist Counselor	The problem will decrease the number of students that are thinking about and/or using drugs and alcohol.				
<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 6: Partner with workforce solutions to place students into internship programs

Evaluation Data Source(s) 6: Total number of students being placed

Summative Evaluation 6:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Texas Workforce Solution will come to each graduation practice to present on their Dynamic Futures program (places students on employment sites of the students' interest). Parents will be invited to the presentation.</p>	2.6, 3.1	Principal Student Support Specialist Counselor	Increase the number of students being placed on jobs of their career interest.				
<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 7: Partner with Citizen's Bank to provide a weekly financial literacy course

Evaluation Data Source(s) 7: Bank and student survey

Summative Evaluation 7:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>1) The students will be informed about banking, credit score, and the economy.</p>		Principal Student Support Specialist Counselor	Students will be able to converse about banking.				
<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 8: Improve student social and emotional health and graduation rate

Evaluation Data Source(s) 8: Partner with SIDs foundation

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Increase the number of graduates by encouraging and guiding them to make the wise choices socially, emotionally, and academically.</p>		Principal Student Support Specialist Counselor Teachers	Increase the number of 3-yr and 4-yr graduates.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							