

# Longview Independent School District

## Longview High 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 Science  
Academic Achievement in Social Studies  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



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

# Mission Statement

## Mission

Mission: To embolden our students with the confidence and competence for admission to higher education by leveraging the College and Career Readiness Standards to support the student's ambition to contribute to the 21st Century society. In response to the College and Career Readiness emphasis of Longview High School, students will develop skills in cross-disciplinary reasoning as well as rigorous academic knowledge. As a result students will graduate with a broad global awareness that enables them to further their involvement in their post-secondary community of active learners and responsible citizens. Additionally, students will have a knowledge base of what options are available to them upon their graduation and a plan to pursue their chosen options.

These skills will include the following:

- think and read critically;
- communicate effectively in speaking and writing;
- have a broad context of historical events and their relevance;
- competently locate and evaluate sources, including media literacy;
- demonstrate self-motivation and persistence;
- apply learning and knowledge in a multi-disciplinary context; and
- have the skills to collaborate and work together to achieve an outcome.

Nondiscrimination Notice

## Vision

Longview High School builds a community of excellence and pride, developing inquiring, knowledgeable, international-minded, and caring lifelong learners working to create a better world and compete in a global society.

# Value Statement

We believe that. . .

1. Every individual has intrinsic worth and is able to contribute to society.
2. Every student has a right to a high-quality, equitable education.
3. Every individual has the ability to learn and an innate desire to succeed.
4. A safe, healthy, and orderly environment is critical for learning.
5. A community holding high academic expectations will reap educational, economic, cultural, and societal benefits.
6. High morals, strong character, and personal integrity are essential for the betterment of society.
7. Honoring diversity and building on individual strengths contribute to growth.
8. School-Community partnerships are vital for success.
9. Change is essential for continuous improvement.
10. Every learner must be prepared to complete globally and participate in an international society.
11. Education immeasurably enriches quality of life.
12. Learning is a life-long quest.



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographic Summary

(based on April 2018; will be updated after snapshot date in October)

Gender	Female	1,109	51.80%
Gender	Male	1,032	48.20%
Ethnicity	Hispanic—Latino	823	38.44%
Race	American Indian	14	.65%
Race	Black—African American	773	36.10%
Race	Native Hawaiian	1	.05%
Race	White	432	20.18%
Race	Two or more	66	3.08%

## Program

Bilingual	0	0%	
English as a Second Language	84	3.92%	
Career and Technology	1,883	87.95%	
Free Lunch Participation	1,126	52.59%	
Reduced Lunch Participation	65	3.04%	
Gifted/Talented	123	5.75%	

Special Education	190	8.87%	
Title 1 Participation	10	0.47%	
Dyslexia	3.36%		
Homeless Status Total	9	.042%	

## Demographics Strengths

### Demographic Strengths:

Longview High School is a large 6A high school located in the Piney Woods of East Texas. Longview High School currently serves a student population of 2178 students in Grades 9—12. The high school employs a staff of close to 200, including teachers, counselors, administrators, paraprofessionals, and cafeteria staff.

Longview High School has a proud history with 85-year old LOBOS still returning to support the football team!! Additionally, the school is proud of its diversity, serving students from many ethnicities and varying socio-economic backgrounds.

Longview High School is a public comprehensive four-year secondary school offering programs in the International Baccalaureate Programme, Early College High School (Grades 11 and 12), college preparatory, career and technology, English as a second language, dual credit with local colleges and universities, and special education. In the dual credit program students can work on their Associate's Degree. The high school has the most extensive career and technology program in East Texas, offering courses that range from engineering and architectural design to cosmetology and meat packing. The high school has the only IB Programme east of Dallas which brings in students from all over East Texas. The school is known for not only its academic programs but the extra-curricular programs as well. Sports activities include many opportunities for both male and female students: football, basketball, track, swimming, volleyball, baseball/softball, and tennis. Additionally, the school offers more than 35 clubs and organizations for students to join and be a part of the school. Longview High School has a strong academic University Interscholastic League (UIL), frequently placing in both regional and state competitions. The students at Longview High School are active in the community, serving on local student boards: Texas Bank and Trust Student Board of Directors, Spring State Bank Student Board of Directors, the World of Wonder (WOW) science museum, the Longview Museum of Fine Arts, and the Gregg County Historical Museum. Students support the community through coat drives, food drives, and other charitable causes. “Longview High School is the best school east of Interstate 45!!”

The Longview Independent School District serves students in Grades K-12 in the city of Longview, Texas, a suburban community (population 85,000) located approximately 120 miles east of the Dallas/Fort Worth metroplex. The district also serves the rural communities of Lakeport and Easton. Longview is home to LeTourneau University and the University of Texas at Tyler. In 2014, *Forbes Magazine* ranked Longview as the sixth fastest-growing small city in the United States. The city has an established art museum, historical museum, and World of Wonders, a science museum for children, a ballet theatre, and the Belcher Series (distinguished lecturers and performers). Longview ISD has major ties to the city with students involved in partnerships with local non-profit agencies. The city is home to two major health care facilities, serving a wide area of Longview and much of the surrounding East Texas area. Longview has several major industries—Texas Eastman, Joy Global, STEMCO, and LeBus International.



The attendance rate continues to improve at Longview High School with a 97.4% attendance rate for 2018.

The graduation rate for Longview High School in 2018 was 99.5%.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student addresses and phone numbers need to be updated regularly. **Root Cause:** Many students move several times during the school year, and the school does not have the most up-to-date information.

## Student Achievement

### Student Achievement Summary

Longview High School again achieved the “Met Standard” rating on the four indexes. The school received six distinctions: English Language Arts/Reading, Mathematics, Science, Social Studies, Closing the Gaps, and Postsecondary Readiness.

	<b>Number Tested</b>	<b>Avg, Scale Score</b>	<b>Did Not Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Algebra</b>	359	3974	8%	92%	46%	16%
<b>Biology</b>	624	4200	7%	93%	61%	22%
<b>English I</b>	646	4019	29%	71%	51%	8%
<b>English II</b>	677	3391	32%	68%	48%	8%
<b>U. S. History</b>	487	4363	5%	95%	77%	43%

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### Student Achievement Strengths

### Student Achievement Strengths

English I students had a large area of growth with first time test takers. Ninth grade students who took the ELA I EOC test had an 88% passing rate for the first time test takers—a major area of growth. More than 240 (43%) students scored at Masters on the U. S. History EOC. The Algebra I scores went up from 87% to 93%.

Teachers and administrators are now analyzing data down to each individual student and creating growth folders for each student. Teachers receive data charts on each student to analyze baseline data for students. The RtI administrator will have individual meetings with teachers to discuss RtI plans as needed.

During data talks data is disaggregated by grade, teacher, gender, ethnicity, economically disadvantaged, at-risk, special education, an LEP. Data is also disaggregated by growth and non-growth, and by each question and testing objective.

The Freshmen Initiative has processes in place to monitor all freshmen students. The assistant principal in charge of the Freshmen Initiative meets frequently with teachers about struggling students.

In 2018 over 95% of students graduated as GLOBE Scholars, and 92% of those students graduated as a GLOBE Scholar with Merit, which indicated the student had taken a math course above Algebra II.

Over 85% of students are following a Career and Technology (CTE) pathway which leads to enhanced post-graduate success.

Longview High School was named to the 2018 College Board District Honor Roll for improvement in participation and performance.

This year Longview High School has the only National Merit Semifinalist in a public school in the Longview, Hallsville, and Kilgore area. Additionally, the school will have four National Merit Commended Scholars.

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

**Problem Statement 1:** Improve AP scores across the board. While the participation levels are very high for Longview, the performance on the exams needs great improvement. **Root Cause:** More focused teacher training and understanding of rigorous requirements. Holding students accountable

**Problem Statement 2:** Improve SAT and ACT participation and scores with a special focus on African American and Hispanic students. **Root Cause:** Need more focused preparation for students taking standardized tests through classes, online preparation, and test awareness.

**Problem Statement 3:** Continue to use the services of Communities-in-Schools professionals to work with at-risk students and parents. **Root Cause:** Making parents and students aware of services provided.

**Problem Statement 4:** Provide Friday acceleration activities for dual credit U. S. History students. **Root Cause:** College U. S. History requirements do not all match the U. S. History EOC and details necessary for Met Masters.

## School Culture and Climate

### School Culture and Climate Summary

In addition to the continuous improvement of the academic successes of students, Longview High School has many programs and activities which continue to flourish.

### School Culture and Climate Strengths

Longview High School has a Career and Technology program that is second to none East of I-45 or maybe even throughout the state. Students are offered courses in technology, health sciences, drafting, engineering, auto mechanics, culinary arts, welding, cosmetology, criminal justice, meat packing, process technology, and the list continues. Students are able to enroll in dual credit courses, and many receive certifications at the end of their program. Students follow an identified career pathway beginning in the ninth grade and continuing through graduation.

Longview High School actively participates in academic UIL competition, competing in events such as literary criticism, science, ready writing, social studies, journalism, computer science, etc. Many students advance from district competition to regional and then on to state.

Fine arts are an important aspect of the school culture at Longview High School. Students have the opportunity to enroll in drawing, painting, sculpture, and ceramics classes. Students may take several years of advanced art, and many take art history as either an AP class or a dual credit class. Students participate in the VASE competition which is the UIL for art. Many students submit art works for the Longview Museum of Fine Arts Student Art Show, and many receive awards at the show.

Music is another avenue of choice for many students at the high school. The “Mean Green Marching Machine” continues to win Sweepstakes after Sweepstakes with students also participating in individual solo and ensemble competitions. This past year the LHS band won its 68<sup>th</sup> 1<sup>st</sup> Division at the marching contest. The LHS choir offers a unique opportunity for students to share their vocal talents. These students also participate in UIL solo and ensemble competitions. The LHS orchestra provides the strings students ways to

The Longview High School journalism department continues to publish its award-winning newspaper, *The Long-View*. Students compose articles, poll the students, write editorials and opinion pieces for the paper. Additionally, journalism students compete in UIL competitions in such as events as feature writing, headline writing, etc. Journalism students have advanced to both regional and state UIL competitions during the past several years in news writing and feature writing.

The Longview High School Viewettes during the past two years have been featured performers at

- A Dallas Mavericks game
- The Dallas Children's Holiday Parade
- the East Texas State Fair
- the State Fair of Texas

and received a performing arts award for their 20 minute show at Disneyland in Los Angeles, California.

Two dancers were named to the Texas All State Dance/Drill Team.

The Viewette officer lines have received awards in technique, precision, execution, showmanship, and the coveted all around best officer line. Additionally, many Viewettes have received college scholarships and joined many prestigious collegiate teams.

The school has a strict anti-bullying policy in place with daily announcements and reminders to students and staff. Longview High School has a zero-tolerance policy for bullying and fighting. They are not tolerated on this campus.

The school has one crisis and at-risk counselor whose total responsibility is to deal with students in crisis situations. She also monitors the 504 program.

Also, the school has an administrator designated to work with teachers to develop RtI plans and their proper implementation.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Longview High School needs to make a concerted effort to engage more students identified as at-risk in extra-curricular activities.

**Root Cause:** Many students do not have transportation or parental support.

**Problem Statement 2:** One focus area for Longview High School this year will be to focus on teacher recognition and celebration. **Root Cause:** Focused planning to ensure culture for staff is positive.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Over the past ten years Longview High School has had a significant turnover rate among teachers. Teachers cite better paying jobs, etc., when asked about reasons for resigning.

### **Staff Quality, Recruitment, and Retention Strengths**

Longview ISD boasts the highest salary schedule in the East Texas area, seeking to attract quality applicants for all the schools in the district. Additionally, the district pays an additional \$1000 for a Master's degree.

The district has an incentive system LIFT that pays every staff member on a campus \$200 for every distinction that the school receives from the state. Employees from Longview High School received \$1400 at Christmas last year for the distinctions earned. Employees this year will receive \$1200. Also, teachers receive stipends in tested subjects for each economically disadvantaged student who demonstrates growth from one test to another.

New teachers participate in the TXBESS program where they are mentored by experienced teachers throughout their first year. The mentors provide guidance and modeling for new teachers to support teachers as they work the first year.

Teachers in core subjects participate in PLC meetings to plan lessons and support instruction. Teachers contribute in these meetings, sharing their ideas and suggestions for the curriculum. They demonstrate activities and model lessons for their team members.

The district has instructional specialists to work with English, math, science, and social studies.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Longview High School has difficulty attracting certified staff in math, science, and English. **Root Cause:** Fewer certified applicants are entering the field of education.

**Problem Statement 2:** Longview High School has difficulty retaining certified teachers, thus breaking the continuity of instruction. New teachers must be trained and “learn the ropes.” **Root Cause:** Teachers cite higher pay and dissatisfaction with the teaching profession as causes.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Longview High School abounds with opportunities for students: International Baccalaureate Programme, Early College High School, advanced placement, dual credit, career and technology. There is a pathway for all students in the high school, providing them the opportunity to select a program or pathway that will best serve their future goals.

Longview High School is a data-driven school, analyzing data as a basis for both instruction and assessment. Data is disaggregated by subject, teacher, ethnicity, gender, and ECD. All administrators carefully analyze data to work with both students and teachers. The high school has a system in place for EOC pre-tests at the beginning of the year, three-week common assessments, and a post-test administered approximately 6 weeks prior to the actual test. Instructional specialists work with Algebra I teachers and English I and II teachers. English I scores improved on the 2018 EOC with first time test-takers scoring a 86% on the test in April. U. S. History reached a 45% on the Met Masters category. Following each three-week common assessment, subject area teams meet with an administrator for data meetings to examine the data from the assessment. Dependent on strengths and weaknesses, adjustments are made to the timeline and lesson plans.

Longview High School administrators conduct frequent walk-throughs in classes, both tested and non-tested. Administrators then conduct walk-through conferences with teachers about a walk-through or a series of walk-throughs, discussing both strengths and weaknesses. The walk-throughs focus on higher order thinking skills, “every student having a voice,” class configurations, teacher actions, student actions, etc.

Longview High School provides the appropriate training for teachers for their specific assignments. This year the high school has trained a team of trainers for Project-Based Learning (PBL). These teachers will begin training other teachers on the philosophy and strategies for Project-Based Learning. IB and AP teachers continue to receive the requisite training for their specific courses. During August the entire faculty was training on the Approaches to Teaching and Learning (ATL). This training will be ongoing throughout the year. Additionally, a team of teachers trained at the University of Texas this past summer on the OnRamps program, which has free tuition for students.

### **Curriculum, Instruction, and Assessment Strengths**

Longview High School completed another successful year during 2017-2018, earning six distinctions—one of only 100+ other high schools in the entire

state to achieve that level. Each tested subject has a strong PLC team, planning and working together for student success. Other strengths include a system in place for pre-testing, three-week common assessments, data disaggregation, and post-testing. Frequent walk-throughs are an important part of the curriculum and instruction strengths. There is a partnership between teachers and administrators to work together to improve instruction. Longview High School also fosters a heavy focus on student collaboration during instruction.

Longview High School has increased its dual credit partnerships to now include Stephen F. Austin and the University of Texas OnRamps program. Students can graduate with up to 42 college hours and/or an Associate's degree. The school pays for both IB and AP assessments to support their success in these classes.

This year Longview High School will participate in the Magnet grant Project Based Learning. Teachers were trained this summer and one administrator. They will begin training our faculty throughout the year. The world geography teachers have already put a plan in place for their project based learning projects.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** One area that needs continued improvement is in the area of academic growth. It was the only distinction that the high school did not receive for the 2017-2018 school year. The academic growth manifests itself in several areas needing improvement. First, we must put a plan in place to ensure that students show the requisite growth from 8th grade STAAR math assessment to 9th grade EOC Algebra I **Root Cause:** Lack of teacher awareness of students' levels during the prior testing cycle. More teacher training is needed to support the AP program; the participation is good, but the performance falls short of desired scores.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Longview High School strives constantly to be engaged with both parents and the community. The school considers parents to be partners in their children's education. Teachers are encouraged to stay in contact with parents, both for positive and negative events. Many parents utilize the Skyward program to monitor students' academic progress. Additionally, parents are invited to serve on the Campus Improvement Team, and many participate in the PTO and booster clubs. Parents also are engaged as their students participate in extra-curricular activities and sports. Parents are invited to the Freshmen Initiative celebrations which is a wonderful way to bring new parents into the LHS community.

Longview High School is also actively engaged in the community. Communities-in-Schools is a physical presence on the campus daily, and students and parents are encouraged to utilize their services. Students volunteer with many organizations and agencies in the East Texas area. Students serve on the Longview Museum of Fine Arts Student Board, the Texas Bank and Trust and the Spring Hill State Bank student boards.

The *Longview Voice* also keeps the community engaged as it reports on the the wonderful happenings at Longview High School.

### **Parent and Community Engagement Strengths**

Longview High School partners with many civic groups that benefit the community of Longview. Some of the agencies and organizations with which the school has partnerships include (but is not limited to):

GLOBE

Forever Friends

Partners in Prevention

Communities in Schools

East Texas Literacy Council

Junior Achievement

Buckner

Windridge Farms

United Way Organizations

World of Wonders

Longview Museum of Fine Arts

Newgate

Public Library

Hiway 80 Mission

Hope's Closet

Habitat for Humanity

Great Texas Balloon Race

Heartis

The principal is an active member of the NAACP, and the dean of instruction serves as the co-chair of the GLOBE organization, is a member of the Advisory Board of the Longview Museum of Fine Arts, and is co-chair of the Spelling Bee for Literacy for the East Texas Literacy Council. IB students are required to complete approximately 150 hours of creativity action service (CAS) which involves many active hours of working in the community. Additionally, many of the clubs on campus require students to complete a community service component. Many organizations in Longview use the track at LOBO stadium for fund-raising walks and events.

Many of the extra-curricular groups have parent booster clubs to provide encouragement and support for the organizations. Parents are encouraged to be involved in the support organizations for the groups in which their students participate, such as athletics, Technology Student Association, Band Boosters, etc.

The LHS PTO is active in supporting student activities and scholarships. The PTO is instrumental in orchestrating the annual Senior Celebration in February which raises money for scholarships for graduating students. Each year the PTO presents on average 10 scholarships for seniors.

Longview High School has several means with which to communicate with parents and the community. Teachers and sponsors are encouraged to submit information to *The Voice*, the district newspaper. The paper keeps the parents and community informed of the great things happening at Longview High School. Teachers have web pages and are encouraged to update them frequently.

Longview High School hosts two parent conference days on campus. Teachers are encouraged to set up appointments for students who are struggling in their classes.

Parents have access to student grades, etc., on Skyward.

Longview High School hosts LOBO University several times throughout the year for parent information. Topics include PSAT, SAT, ACT testing, understanding the results of the PSAT test, college financial aid, scholarships.

Longview High School serves as a feeding location during the summer where all children in the community are invited to have both breakfast and lunch.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** • Longview High School needs to make a concerted effort to ensure that all parent mail-outs, meetings, etc., are translated into Spanish for our Spanish speaking parents.

**Problem Statement 2:** • Longview High School needs to foster involvement of parents of students identified as at-risk. **Root Cause:** Many parents don't have the opportunity to become involved due to jobs and other circumstances.

**Problem Statement 3:** • Longview High School needs to ensure that the most current address and phone numbers are updated for enrolled students. **Root Cause:** Many students are very mobile, moving multiple times during the year.

**Problem Statement 4:** LHS needs to continue to publicize positive activities on campus. **Root Cause:** The school needs to appoint a liaison for publicity.

## **School Context and Organization**

### **School Context and Organization Summary**

Longview High School is on a nine period A/B block schedule with eight of the classes meeting for 90 minutes every other day. This schedule allows students to gain nine credits each year. In addition to the core graduation requirements, students have an opportunity to select from a multitude of electives.

Each student and his parents/guardians complete a comprehensive four-year plan upon entering the high school in the ninth grade. Additionally, over 85% of students are on a Career and Technology (CTE) pathway. The majority of students graduate with at least one endorsement.

The school has a scheduled plan for fire and emergency drills, including tornado, lock-down, lock-out, etc. These drills are practiced proactively throughout the year.

The high school offers follows a progressive discipline plan which is fair and equitable to all students.

### **School Context and Organization Strengths**

Longview High School is follows a nine period A/B block schedule with eight of the classes meeting for 90 minutes every other day, and the ninth period meets daily for 55 minutes. This schedule allows students to gain nine credits each year. In addition to the core graduation requirements, students have an opportunity to select from a multitude of electives. The schedule is ideal for running on-campus dual credit classes as well as meeting the rigorous needs for the IB Programme.

Administrative team meetings are held each Monday with each administrator reporting on his/her assigned area. Each administrator is responsible for a particular academic area: English, math, science, social studies, IB, Early College High School, career and technology. The administrator meets weekly with the assigned departments. Additionally, a section of the Campus Improvement Plan is evaluated each week for implementation and revisions.

Discipline/Department of Justice meetings are held regularly each month. Longview High School has a well-written code of conduct as well as a student handbook. There is a uniform discipline plan in place to allow for all students to be handled fairly.

All faculty members are invited to participate on the Campus Improvement Team, and CIT meetings are held monthly. At each meeting a section of the CIP is evaluated for effective implementation. The plan is a living document, and changes are made as necessary throughout the year.

Longview High School has an intense focus on improving student academic achievement.

For the first year this year Longview High School has an administrator whose focus is on effective implementation of RtI plans and implementation of accommodations. Students will be placed on RtI plans at the first sign of struggling.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** The school needs to ensure that RtI plans are developed and implemented with fidelity to ensure academic success for struggling students. **Root Cause:** Teachers need to develop the RtI plans for each struggling student.



# Technology

## Technology Summary

Longview High School is dedicated to educating students to be productive and active citizens in the 21st Century, which includes advanced technology use. Teachers complete yearly training on a specified technology usage and are required to incorporate technology into lessons as curriculum lends itself to it. Many teachers use the flipped classroom approach or Google classroom for instruction and assignments. LHS participates in the BYOD (Bring Your Own Device) where students are free to use their own computers or phones for official class assignments. This school is using more Chromebooks for many classes for both class work as well as online preparation for standardized tests.

## Technology Strengths

1. 10 additional sets of Chromebooks ordered through Magnet grant.
2. Bring Your Own Device (BYOD) policy.
3. Teacher training.
4. Google Classroom.
5. Updated Wi-fi connections.
6. On-line EOC testing for identified students.
7. Dual credit computer science.
8. Many online test preparation sites for students to prepare further for SAT, ACT, TSI, and EOC.
9. Increased use of E-Readers and online texts.
10. Increased focus on technology integration in walk-throughs.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Not all students have technology available at home or Internet connections. **Root Cause:** Many economically disadvantaged students cannot afford computers or Internet.

**Problem Statement 2:** Some teachers do not incorporate effective technology into lessons. **Root Cause:** Teachers need to spend quality time developing lessons with technology.

**Problem Statement 3:** Teachers need to incorporate more real-world learning skills into technology-based instruction. **Root Cause:** Focused planning on technology utilizing real-world applications.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **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
- 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 End-of-Course current and longitudinal results, including all versions

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

- Completion rates and/or graduation rates data

# Goals

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

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

**Evaluation Data Source(s) 1:** Roster of student teachers placed on the Longview High School campus

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) 1. Invite members of the education departments at LeTourneau University, Wiley College, the University of Texas at Tyler, East Texas Baptist University, and Stephen F. Austin University to visit the Longview High School campus to see the school and receive information about all the wonderful programs and opportunities at Longview High School.</p>		Principal Dean of Instruction Asst. Principals	Increased number of visitors to campus from colleges/universities.				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) 2. Visit college and university recruitment days/fairs to seek out Highly Qualified teachers.</p>		HR Department LHS Administrators	Increased number of HQ teachers				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) 3. Send copies of the Longview Voice to area universities and departments of education at each school.</p>		Public Relations Department Dean of Instruction	Better informed colleges and universities.				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) 4. Continue to strengthen partnerships with other alternative certification programs-Teach Texas, Teach Teachers, I Teach Texas, Troops to Teachers, etc.</p>		Dean of Instruction	Improved alternatively certified teachers.				




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

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

**Evaluation Data Source(s) 2:** Number of community and college relationships developed.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Visit college and university recruitment days/fairs to seek out Highly Qualified teachers.</p>		HR Dept. LHS Administrators	Increase in the number of Highly Qualified teacher pool.				
Funding Sources: 199 General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Invite member of the education departments of local and surrounding colleges and universities to visit the Longview High School campus and observe all available opportunities.</p>		LHS Administrators	Increased awareness of LHS programs and opportunities for educators.				
<p>3) Invite member of the education departments of local and surrounding colleges and universities to visit the Longview High School campus and observe all available opportunities.</p>		Assistant Principals Dean of Instruction	Increased awareness of LHS programs and opportunities for educators.				
Funding Sources: 199 General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Continue dual credit opportunities with LeTourneau and Stephen F. Austin to encourage placement of student teachers at LHS.</p>		Assistant Principal	Increased placement of student teachers on LHS campus.				
							

**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:**


**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1. Develop a staff development plan with required trainings as appropriate, including but not limited to the following: accommodations to support inclusion in the classroom, DMAC, Lead4ward, 2017-2018 Technology Proficiency, SIOP, positive classroom management strategies, T-TESS, lesson planning, data analysis, SAT/ACT/PSAT.		Dean of Instruction Assistant Principals	100% of teachers have requisite training to support student achievement.				
2) 2. Determine staff development plans for individual faculty members based on self improvement administrator-recommended implementation and post conferences for the T=TESS. Work with teachers to set the most appropriate goals for the 2018-2019 school year.		T-TESS Appraisers	All teachers receive staff development based on their individual needs.				
<b>Critical Success Factors</b> CSF 7		Dean of Instruction Assistant Principals					
3) 3. Provide new teacher staff development during August staff development week focused on LHS high priorities: "Every student has a voice, Prove It, lesson cycle, T walk-through chart.							
<b>Critical Success Factors</b> CSF 6 CSF 7		Head of School IB Coordinator	All new teachers trained and updated training for all IB subject areas.				
4) 4. Continue training for IB staff members: new teachers, Category 2 and 3 trainings for returning teachers. Begin training rotation for International Scholars teachers.	Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 24000.00, 199 General Fund - 12000.00						

<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>5) 5. Register AP teachers for AP training in the fall of 2017 and summer of 2018 to improve quality and rigor of AP instruction.</p>		Dean of Instruction	All AP teachers trained.					
Funding Sources: 199 General Fund - 15000.00								
<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>6) Train select teachers for the On Ramps program with the University of Texas at Austin.</p>		Magnet Grant Coordinator	Requisite number of teachers trained.					
Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00								
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>7) 6. Hire teachers with Master's degrees to fill vacated positions with the goal of having those educators teach dual credit classes.</p>		Administrative team	Increase in the number of teachers with Master's degrees.					
<p>8) 7. Recruit and train teachers for each of the programs offered by LHS: CATE, International Baccalaureate, Advanced Placement, Early College High School, and dual credit.</p>		Director of CTE IB Head of School Magnet Grant coordinator	HQ teachers for all programs					



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<b>Critical Success Factors</b> CSF 1 CSF 6  9) 8. Finalize enrollment numbers for class scheduling in early spring in order to facilitate accurate numbers of staffing purposes.		Assistant Principals Counselors	All classes and subjects adequately staffed.				
<b>Critical Success Factors</b> CSF 6 CSF 7  10) 9. Ensure that all teachers have a copy of the faculty handbook--either a hard copy or online copy.		Principal	All teachers well-informed of campus and district policies.				
<b>Critical Success Factors</b> CSF 1 CSF 7  11) 10. Ensure that all teachers of gifted and talented students have the required G/T training.		Dean of Instruction	100% of teachers of G/T students appropriately trained or registered for training.				
<b>Critical Success Factors</b> CSF 6 CSF 7  12) Enroll teachers new to the profession into the TXBESS mentor program. Assign experienced teachers to mentor new teachers.		HR Department Dean of Instruction	All new teachers participating in TXBESS.				
13) 2. Conduct monthly teacher appreciation activities to recognize teachers.		Administrators	Improved morale				
Funding Sources: 461 Campus Activity Fund - 1200.00							
<b>Critical Success Factors</b> CSF 6 CSF 7  14) Identify and lessen the factors that cause teacher turnover: improve morale, recognize accomplishments, provide adequate support.		Administrators Campus Improvement Team	Improved overall morale.				
							





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

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

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

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) 1. Continue participation in the TXBESS mentoring program for first and second year teachers. Require new teachers and mentors to attend the monthly TXBESS meetings. Assign mentors in August.</p>		HR Department Dean of Instruction	All new teachers assigned mentors and participate in TXBESS program.				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) 3. Improve staff communication through newsletters, meetings, and celebrations.</p>		Principal Administrators	Improved communication strategies.				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) 4. Continue subject area planning meetings to provide support for new teachers.</p>		Assistant Principals	New teachers participate in subject area meetings.				
Funding Sources: 199 General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>4) 5. Encourage staff members to participate and/or attend extra-curricular events and activities.</p>		Extra-curricular coaches and sponsors Assistant principals	Improved school spirit and morale.				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>5) 6. Provide needed and requisite trainings for staff members in order to create high performing teachers and alleviate frustration.</p>		Dean of Instruction Assistant Principals	Improved instruction.				
<p>6) 7. Host monthly new teacher lunches or breakfasts as a venue for new teachers to ask questions and bond with other staff members.</p>		Dean of Instruction	Teacher Retention				

<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>7) Celebrate successes!</p>		<p>Principal Administrative Team</p>	<p>Teacher retention and improved morale.</p>				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>8) Continue LIFT and distinction stipends for campuses.</p>		<p>HR Department</p>	<p>Increased teacher satisfaction. Reduced turnover rate.</p>				
<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: 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:

### Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Monitor instruction with daily walk-throughs in classrooms of five tested subjects, focusing on instruction, level of instruction, curriculum, questioning, and critical thinking strategies. Conduct frequent walk-throughs in non-tested subjects. Conference with teachers after walkthroughs or a series of walk-throughs.</p>	2.4, 2.5, 2.6	Dean of Instruction Assistant Principals Principal	Improved instruction resulting in positive student performance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Continue the lead teacher configuration for core subjects to foster planning, improved instruction, and assessment.</p>	2.4, 2.6	Assistant Principals Dean of Instruction	Improved instruction, thus leading to improved student performance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Utilize TEKS Resource System as a support in developing curricula in all subject areas. Provide TEKS Resource System training for new teachers.</p>	2.4, 2.5, 2.6	District curriculum team	Effective use of TEKS Resource System.				
Funding Sources: 199 General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Provide 9 days of systemic staff development for teachers to strengthen instruction and build a bank of strategies, plan for the upcoming year, analyze data for strengths and weaknesses, and focus on college readiness skills.</p>	2.4, 2.5, 2.6	Administrative Team	Focused data analysis Improved instruction.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>5) Focus on the use of classroom technology, computer labs, and other technologies to integrate technology application standards into all content areas.</p>	2.4, 2.6	T-TESS administrators	Improved technology integration.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Continue partnerships with LeTourneau University, Stephen F. Austin, Kilgore College, and UT Austin to provide degree plan options for students in the Longview College High School and dual credit classes.</p>	2.4, 2.5	Assistant Principals	Increased numbers of students graduating with either Associate's degrees or college basics completed.				
Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 6000.00							
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) Continue focus on Bloom's Taxonomy and higher order thinking skills in all classrooms. Provide training for new teachers and refresher training for returning teachers during August staff development</p>	2.4, 2.5	LHS Administrators	Increase in higher order thinking skills in classrooms.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) Continue Dr. Gaye Lang training for improved classroom instruction and focused data analysis.</p>	2.4, 2.5	T-TESS Appraisers	Focused walk talks and improved instruction.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) Double block students who passed the 8th grade STAAR reading test on the second attempt into English I classes.</p>	2.4	Assistant principals Counselors	All identified students double-blocked which will lead to increased student success.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>10) Continue journaling in four core areas to focus on key concepts, vocabulary, and test taking strategies.</p>	2.4	Assistant Principals Dean of Instruction	Improved student performance.				
Funding Sources: 199 General Fund - 0.00							

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>11) Schedule junior students who have not been successful on the ELA I and ELA II EOC tests into an EOC class to accelerate instruction.</p>	2.4, 2.6	Assistant Principals Counselors	Improved ELA EOC scores for repeat test takers.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>12) Collaborate with district instructional specialists for English and Algebra I.</p>	2.4	Assistant Principals Teachers	Improved Algebra I and ELA scores.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>13) Establish parent contact with students--especially students who are struggling. Receive translation assistance if needed.</p>	2.4, 2.6	LHS Administrators	Improved parent awareness and support.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>14) Administer EOC pre-tests for each EOC tested subject during the first week of school for diagnostic purposes to determine strengths and weaknesses per student</p>	2.4, 2.6	Assistant Principals	Provide baseline data on individual students.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>15) Implement Project-Based Learning (PBL) as teachers are trained.</p>	2.4	Assistant Principals Dean of Instruction	Effective hands-on learning.				
				Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>16) Create individual folders on each student in EOC tested courses, disaggregating data by each student and monitoring progress with a special focus on growth.</p>	2.4, 2.6	Assistant Principals	Improved student progress and increased growth.				
<p>17) Provide all necessary materials and supplies for each distinct program or department too function according to requirements of program or course.</p>		Dean of Instruction Magnet Grant Coordinator Assistant Principals	All programs will have requisite supplies and materials.				
				Funding Sources: 199 General Fund - 0.00, 288 Magnet Schools Assistance Program (MSAP) - 0.00			

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>18) Provide summer acceleration classes for students who were not successful on spring EOCs in preparation for summer testing.</p>	<p>2.4, 2.6</p>	<p>Summer School Principal</p>	<p>Increased passing rates.</p>				
<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: All Schools Will Meet State Accountability Standards**

**Performance Objective 2: Continue attendance rate at 97% and above.**

**Evaluation Data Source(s) 2:** Daily attendance logs.

Yearly attendance rate.

**Summative Evaluation 2:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 5</p> <p>1) Continue partnership of teachers and the attendance team to alleviate chronic absenteeism and truancy.</p>	2.5, 2.6	Attendance office LHS Administrators	Improved attendance rates and reduction in truancy.				
<p>2) Conduct attendance raffles to encourage student attendance.</p>		Attendance team.	Improved attendance rates.				
Funding Sources: 461 Campus Activity Fund - 0.00							
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 5</p> <p>3) Require teachers to make parent contact when a student has been absent for two consecutive classes or frequent absences.</p>	2.4	T-TESS Appraisers	Improved attendance rates and reduced truancy.				
<p><b>Critical Success Factors</b>                      CSF 1 CSF 5</p> <p>4) Monitor yearly cohorts at regular intervals to monitor dropouts and potential dropouts.</p>	2.6	Principal Attendance Supervisor	Increased graduation rates. Decrease in dropout rates.				
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 4</p> <p>5) Support wellness strategies to minimize illness on campus for both students and faculty. Develop and implement a wellness plan for faculty members for health and well-being.</p>	2.5	Nurses Campus Improvement Team	Reduced absenteeism for students and faculty.				

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 4</p> <p>6) Encourage flu shots for students and faculty. Administer flu shots to employees on campus.</p>		<p>Nurses LHS Administrators</p>	<p>Reduction in flu virus on campus.</p>				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>7) Exempt students from semester exams based upon attendance and grades.</p>	<p>2.4</p>	<p>Dean of Instruction</p>	<p>Improved attendance.</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>8) Continue daily anti-bullying campaign, encouraging students not to take matters into their own hands but to go to an administrator if they are experiencing trouble with other students</p>	<p>2.4</p>	<p>Principal Director of Campus Operations Assistant Principals</p>	<p>Eliminate bullying.</p>				

 = Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

**Goal 2:** All Schools Will Meet State Accountability Standards

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

**Evaluation Data Source(s) 3:** EOC scores and reduction in gaps.

**Summative Evaluation 3:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2</p> <p>1) Continue 3-week common assessments in five tested subjects.</p>	2.4, 2.6	Assistant Principals	Improved EOC performance.				
Funding Sources: 199 General Fund - 0.00							
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2</p> <p>2) Conduct data conversations by subject area the week following the common assessments. Teachers should disaggregate data by subject, economically disadvantaged, special education, and by each ethnicity. Teachers should also run the quintile report for each common assessment.</p>	2.4	Assistant Principals Principal	Improved EOC scores.				
<p>3) Disaggregate data for individual students to monitor growth. Create individual student folders with data for students, charting progress.</p>		Assistant Principals Check folders periodically.	Increase in the number of students demonstrating growth from one year to the next.				
Funding Sources: 199 General Fund - 0.00							
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 7</p> <p>4) Monitor instruction with daily walk-throughs in classrooms of five tested subject, focusing on instruction, level of instruction, curriculum, questioning, and critical thinking strategies. Conduct frequent walk-throughs in non-tested subjects. Conference with teachers after walkthroughs or a series of walk-throughs.</p>	2.4	Dean of Instruction Assistant Principals Weekly walk-through records.	Improved instruction.				

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Continue the Freshman Initiative to monitor students, to provide scaffolding, to provide assistance needed for transition into high school success. Ninth Grade Initiative administrator will handle discipline for ninth grade students, not assigning these students to ISS. Ninth grade initiative will take a proactive approach, intervening with students before they get behind or begin failing.</p>		<p>Ninth Grade Assistant Principal Ninth grade failure reports</p> <p>3-week common assessment results</p>	<p>Improved 9th grade success both in classes and on state tests.</p>				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) Continue 9th grade celebrations with a renewed focus on students identified as at-risk to improve student performance and increase levels of confidence.</p>	<p>2.4, 2.6</p>	<p>Ninth Grade Assistant Principal</p>	<p>Improved 9th grade performance.</p>				
<p>Funding Sources: 461 Campus Activity Fund - 0.00</p>							
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>7) Conduct tutorials in all classes from 7:40 until 8:05 on Tuesday, Wednesday, and Thursday mornings. All teachers keep tutorial sign-in sheets.</p>	<p>2.4, 2.5</p>	<p>Dean of Instruction Assistant Principals</p>	<p>Increased student performance.</p>				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>8) Implement rigorous RtI strategies as soon as student shows signs of falling behind or having difficulties in class. Teams will meet to activate interventions and all teachers are accountable for implementation. Assign administrator to oversee RtI process and conduct RtI meetings.</p>	<p>2.4, 2.6</p>	<p>RtI Administrator Assistant Principals</p>	<p>More students identified for RtI and strategies implemented.</p>				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>9) Make parent contacts on students who are at-risk of failure.</p>	<p>2.4, 2.6</p>	<p>Dean of Instruction Assistant Principals</p>	<p>Improved student success. Improved parent contacts.</p>				

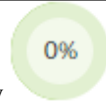
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5  10) Conduct grade level meetings to emphasize the importance of the EOC tests for students and their graduation. At grade level meetings focus on key components for appropriate year.	2.4	Principal Dean of Instruction Assistant Principals	Better informed/ prepared student body.				
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  11) Analyze common assessment data and spiral back into the curriculum those objectives over which the students performed the lowest.	2.4, 2.5, 2.6	Assistant Principals Lead Teachers Instructional Specialists	Improved student performance				
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6  12) Use the services of the Communities-in-Schools representative to work with students identified as at-risk and with their parents.	2.4, 2.6	Principal	More students identified as at-risk utilize services.				
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  13) Plan U. S. History Saturday blitz prior to test to review history objectives with dual credit and IB History of the Americas students.	2.4, 2.5	Dean of Instruction Assistant Principals	Improved U. S. History scores and increased percentages of students scoring at Masters.				
Funding Sources: 199 General Fund - 400.00							
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  14) Provide the most optimal testing conditions possible during state testing.	2.4, 2.6	Test Coordinator SE Supervisor Assistant Principals Dean of Instruction	Improved testing conditions.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  15) Incorporate Study Island in the following ways: 1. additional support for classroom instruction. 2. EOC reinforcement 3. SAT/ACT prep 4. TSI prep	2.4, 2.6	Assistant Principals Dean of Instruction	Improved test performance.				
Funding Sources: 199 General Fund - 0.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 2:** 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:** Test scores, IB Scores, AP scores, TELPAS ratings

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Implement Career and Technology (CTE) Strategic Plan with fidelity.</p>	2.4, 2.6	CTE Director Create progress checks on plan.	CTE plan executed as written.				
Funding Sources: 244 Perkins Career & Technical Ed (CTE) - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) Recruit eligible and interested students into the East Texas Manufacturing Academy.</p>	2.4, 2.6	CTE Director Monitor enrollment	Increased numbers at the Academy.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Review and update all accommodations for students identified as 504, monitor that students are receiving accommodations, and provide focused training for all teachers. Hold additional 504 meetings as teachers or parents see need to revisit accommodations.</p>	2.4, 2.6	T-TESS appraisers conduct spot checks of students identified as 504.	All 504 students receive appropriate accommodations for both class work and testing.				
<p>4) Train and include all SE inclusion teachers in all aspects of the curricula: data disaggregation, accountability, team planning, and data discussion.</p>	2.4, 2.6	SE Supervisor Assistant Principals Team meetings sign in sheets. Data meetings attendance.	Improved success of students identified as SE.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Schedule special education inclusion teachers into classrooms of teachers who have students identified as special education.</p>	2.4, 2.6	SE inclusion teachers' schedules	Improved performance of students identified as SE				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Continue implementation of language objectives into lesson planning and classroom instruction.</p>	2.4, 2.6	Assistant Principals Dean of Instruction Check daily objectives for language objectives.	Improved academic performance for ELL and at-risk students.				
7) Utilize Response to Intervention (RtI) to provide needed accommodations for struggling students and provide focused training for staff members, administrators, teachers, and counselors. Assign administrator to oversee RtI.		RtI Administrator Dean of Instruction Assistant Principals RtI plans and accommodation implementation.	Improved performance of struggling students.				
8) Hold inclusion teachers accountable for disaggregating data for students identified as SE after each common assessment.		Assistant Principals Data checks at data conversations.	Improved performance of students identified as special education.				
9) Provide staff development to teachers on meeting the needs of students identified as special education, 504, etc.	2.4, 2.6	Dean of Instruction Assistant Principals 504 Coordinator RtI Administrator	Improved implementation of accommodations				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Continue to train teachers in SIOP with a special focus on new teachers and core teachers.</p>	2.4, 2.6	ESL/Bilingual Supervisor Dean of Instruction	Increased implementation of SIOP strategies.				
Funding Sources: 194-PIC 35 State Bilingual/ESL PreK - 0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>11) Encourage the involvement of LEP, SE, and CTE students into extra-curricular activities.</p>	2.4, 2.6	SE Supervisor Dean of Instruction ESL Teachers	Increased numbers of students participating.				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) Utilize Test Hound for testing accommodations accuracy and ensure that all students are assigned to the appropriate test with accurate accommodations.</p>	2.4, 2.6	Testing Coordinator 504 Coordinator SE Supervisor	100% of students in appropriate testing situations.				
13) Improve reading scores of LEP students and special education students through focused data analysis, targeted instruction on specific objectives, pullout instruction, and tutorials.	2.4, 2.6	Assistant Principals SE Supervisor ESL teachers	Improved ELA EOC scores.				
14) Apply for accommodations for students identified as 504 through the IB, College Board and ACT for IB exams, AP tests. SAT/PSAT, and ACT tests.	2.4, 2.6	504 Coordinator Dean of Instruction	100% of students that qualify receiving accommodations.				





**Goal 2: All Schools Will Meet State Accountability Standards**

**Performance Objective 5:** Increase student participation, completion, and performance in G/T, PreAP, IB, and/or Dual Credit, Early College, as well as ACT and SAT





**Evaluation Data Source(s) 5:** 2019 Scores

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue active recruitment for the International Baccalaureate Programme and the Longview College High School. Host multiple informational meetings. Advertise in the Longview Voice.		IB Head of School IB Coordinator Evaluate meeting attendance.	Increased numbers in IB and continued growth of Longview College High School.				
	Funding Sources: 199 General Fund - 1500.00						
2) Administer the ACT test during the school day during the fall and spring.		College and Career Center ACT Coordinator Recruit students to test.	Increased student participation.				
	Funding Sources: 199 General Fund - 0.00						
<b>Critical Success Factors</b> CSF 1 3) Implement Year 4 of Longview College High School. Continue dual credit opportunities for 9th, 10th, and 11th grades.		Magnet Coordinator Enrollment Course succession	Over 30 students will graduate with Associate's Degree.				
	Funding Sources: 199 General Fund - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 4) Continue to enroll 9th graders into TSI preparation classes as a part of the 9-period schedule.	2.4, 2.5, 2.6	Magnet Coordinator Class rosters	Improved TSI results.				
	<b>Critical Success Factors</b> CSF 1 CSF 4 5) 6. Continue to offer the PSAT Scholars' Academy in June for rising juniors and PSAT preparation courses in October prior to the PSAT test. Provide brown bag lunch tutorials twice a week prior to PSAT October testing.	2.4, 2.6	Dean of Instruction Registration numbers	Improved PSAT scores			
Funding Sources: 461 Campus Activity Fund - 0.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) 7. Host LOBO University parent information meetings to include topics such as PSAT, SAT/ACT, college application process, FAFSA, etc.</p>	2.4, 2.6	Dean of Instruction College and Career Center Sign-in sheets	More informed parents				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>7) Host IB parent meetings for all four grade levels to keep parents informed about IB and International Scholars. Host Early College High School parent meetings to keep parents informed of requirements and expectations.</p>	2.4, 2.6	Head of School IB Coordinator Sign-in sheets	More informed parent base. Increased student performance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>8) Host AP parent meetings so that parents will understand the testing, rigor, and requirements of the course.</p>	2.4, 2.6	Dean of Instruction Magnet Grant Coordinator Sign-in sheets	Improved student AP performance.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>9) Host IB and AP practice sessions prior to May testing.</p>	2.4, 2.6	Head of School Magnet Grant Supervisor Attendance logs	Improved IB and AP performance.				
Funding Sources: 199 General Fund - 700.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>10) Ensure that all 9th, 10th, and 11th grade students have updated four-year plans and have the most rigorous endorsements that fit their career goals</p>	2.4	Counselors check 4-year plans annually.	Accurate 4-year plans.				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>11) Host meetings at all 3 middle schools to inform students parents of the programs at Longview High School: CATE, IB, Early College, AP, etc.</p>	2.4, 2.6	Counselors Assistant Principals Dean of Instruction Meeting dates	Increased enrollment in all programs.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>12) Require all IB and AP students to take the IB or AP exams for the appropriate IB or AP course in May.</p>	2.4, 2.6	Head of School Testing rolls	Improved IB/AP participation				
Funding Sources: 199 General Fund - 58000.00							

<b>Critical Success Factors</b> CSF 1  13) Register AP teachers for College Board AP training in October and then again in the summer. Register experienced IB teachers for Category 2 and 3 trainings. Register new IB teachers for Category 1 training. Register International Scholars teachers for IB Diploma trainings.	2.4	Head of School Registrations	Improved AP and IB performance.				
	Funding Sources: 199 General Fund - 0.00, 288 Magnet Schools Assistance Program (MSAP) - 0.00						
<b>Critical Success Factors</b> CSF 1  14) Administer the TSI college admission test on the Longview High School campus to sophomores and juniors	2.4, 2.6	Magnet Grant Supervisor Testing rosters	Increased student participation				
	Funding Sources: 199 General Fund - 0.00						
<b>Critical Success Factors</b> CSF 1  15) Train classroom teachers on the SAT, PSAT, ACT, and TSI tests so that teachers can begin incorporating strategies into daily lesson planning.	2.4, 2.6	Magnet Grant Coordinator Dean of Instruction  Lesson plans	Improved standardized testing performance.				
	Funding Sources: 199 General Fund - 0.00						
<b>Critical Success Factors</b> CSF 1  16) Administer TSI to all seniors during the spring semester.	2.4, 2.6	Magnet Grant Coordinator Registration numbers	Increased college readiness				
	Funding Sources: 199 General Fund - 0.00						
<b>Critical Success Factors</b> CSF 1  17) Host ACT preparation for football players prior to the June ACT test.	2.4, 2.6	Coaches	Improved ACT scores for football players. Increased NCAA eligibility.				
	Funding Sources: 199 General Fund - 0.00						
18) Order and present students with honor cards for graduation for every EOC test that the student scored Masters on.		Dean of Instruction Assistant Principals	Improved EOC Masters performance.				
	Funding Sources: 199 General Fund - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 6  19) Present letter jackets for academic achievement to students meeting the specified criteria for the following programs: IB, AP, and dual credit.	2.4, 2.6	Dean of Instruction Magnet Grant Coordinator	Improved academic performance.				
	Funding Sources: 199 General Fund - 0.00						

<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>20) Celebrate IB successes as students complete IB major requirements: extended essays, internal assessments, etc.</p>	2.4, 2.6	IB Head of School IB Coordinator	Improved completion rates.				
<p>Funding Sources: 199 General Fund - 0.00</p>							
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							





### Goal 3: Improve Communication and Delivery of Information to Parents and the General Public

**Performance Objective 1:** Communicate proactively with parents using various media venues: website, teacher web pages, email, ParentConnect, letters, phone calls, meetings, etc.

**Evaluation Data Source(s) 1:** Number of contacts made, updated web pages, ParentConnect calls, etc.

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Require all teachers to create and update web pages for their classes.</p>	2.4, 2.6	T-TESS Appraisers	100% created and updated web pages.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Make campus-wide Parent Connect calls in both English and Spanish prior to all major events (including testing) on the Longview High School campus.</p>	2.4, 2.6	Assistant principals Director of Campus Operations	100% of Parent Connect calls will be made in both English and Spanish prior to major events.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Continue to use the Let's Talk site for parents and community members. Respond in a timely manner. Assign one administrator to be the first point of contact.</p>	2.4, 2.6	Assistant Principals Dean of Instruction	100% of Let's Talk inquiries are answered in a timely manner.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Continue online student registration. Notify parents of timelines and procedures in both English and Spanish.</p>	2.4, 2.6	Counselors	Increase in the number of online student registrations.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Encourage teachers and parents to join the LHS PTO organization</p>		Principal	Increased PTO membership				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Require teachers to submit parent contact logs at the end of each six weeks to their T-TESS appraiser.</p>	<p>2.4, 2.6</p>	<p>T-TESS Appraisers</p>	<p>Parent contact logs submitted</p>				
<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:** Improve Communication and Delivery of Information to Parents and the General Public

**Performance Objective 2:** Appoint a campus liaison to the Longview Voice to submit timely news articles about Longview High School.


**Evaluation Data Source(s) 2:** Number, variety, and quality of articles submitted.

**Summative Evaluation 2:** Met Performance Objective

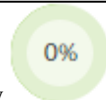
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Send frequent reminders to teachers to submit newsworthy articles for The Voice.		T-TESS Appraisers	More Longview Voice articles submitted.				
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Work with UIL director, club sponsors, and coaches to submit pertinent articles to The Voice.		Dean of Instruction Assistant Principals	Increased number of articles submitted to the Longview Voice.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue







**Goal 3:** Improve Communication and Delivery of Information to Parents and the General Public

**Performance Objective 3:** Translate all written and oral communications into Spanish.

**Evaluation Data Source(s) 3:** All communications translated into Spanish.

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Translate all written communications sent to parents into Spanish.	2.4, 2.6	Dean of Instruction	100% of written communications translated into Spanish.				
Funding Sources: 199 General Fund - 0.00							
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Translate all oral communications sent out into Spanish.	2.4, 2.6	Dean of Instruction Director of Student Activities	100% of oral communications translated into Spanish.				
<b>Critical Success Factors</b> CSF 5 CSF 6  3) Have interpreter available for parent meetings.	2.4, 2.6	Dean of Instruction	Interpreter at every meeting.				
Funding Sources: 194-PIC 35 State Bilingual/ESL PreK - 0.00							
<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, Science, and Social Studies

**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:** Resources utilized and training attended.

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Continue the lead teacher configuration for each core subject area to foster planning, improved instruction, and assessment.</p>	2.4, 2.5, 2.6	Assistant Principals Team meeting agendas	Improved instruction leading to improved student performance.				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Utilize TEKS Resource System as a support in developing curricula in the four core subject areas.</p>	2.4, 2.6	Assistant Principals Implementation in lesson plans.	Improved instruction.				
Funding Sources: 199 General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Utilize services of instructional specialists and other consultants to provide instructional, assessment, and curricular expertise to math, science, ELA, and social studies teachers.</p>	2.4, 2.6	Assistant Principals Instructional timelines and materials.	Improved instruction.				
Funding Sources: 199 General Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 2</p> <p>4) Disaggregate longitudinal math, science, and ELA data to focus on patterns of strength and weakness in Grades 6-12.</p>	2.4, 2.6	Assistant Principals Disaggregated data	Improved student performance				

<p><b>Critical Success Factors</b> CSF 2</p> <p>5) Continue 3-week common assessment model with focused data talks the following week. Data should be disaggregated by test, ethnicity, special programs, at risk, and quintile. Begin year with pretest (released EOC tests) in all five tested subjects for diagnostic purposes.</p>	2.4, 2.6	Assistant Principals Data meetings	Improved student performance.					
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Utilize the Edmentum (Study Island) and Shmoop program for acceleration and remediation opportunities.</p>	2.4, 2.6	Assistant Principals Usage logs	Improved student performance.					
Funding Sources: 199 General Fund - 0.00								
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Ensure teachers are using supplemental aids for students identified as special education, 504, and/or RtI.</p>	2.4, 2.6	T-TESS appraisers  randomly check for usage.	Students are receiving all supplemental aids allowed.					
<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Improve performance with enhanced technology: electronic dictionaries, updated calculators, and Chromebooks.</p>	2.4, 2.6	Dean of Instruction Magnet Grant Coordinator Use of new technology	Improved student performance.					
Funding Sources: 199 General Fund - 0.00, 288 Magnet Schools Assistance Program (MSAP) - 0.00								
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**Goal 4:** All Schools Will Perform at or above State Level in Math, Reading/Writing, Science, and Social Studies

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

**Evaluation Data Source(s) 2:** Lesson plans  
Classroom walks

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Continue focus on the implementation of Bloom's Taxonomy. Teachers trained and reviewed during August staff development.</p>	2.4, 2.6	Dean of Instruction Assistant Principals	Higher level thinking by students.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Conduct frequent walk-throughs with a special focus on level of thinking during the observed period.</p>	2.4, 2.6	Dean of Instruction Assistant Principals Walk-through documentation	Higher level thinking observed.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Develop and plan higher order thinking strategies, activities, and questions during common planning periods to incorporate into daily lesson plans (including the PROVE IT strategy).</p>	2.4, 2.6	Dean of Instruction Assistant Principals Lesson Plans	Improved lesson plans focusing on higher order thinking				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Observe the State requirement of at least 40% labs and demonstrations during instructional time. Plan labs during common planning meetings.</p>	2.4, 2.6	Assistant Principal for Science Monitor lab implementation.	Increased implementation of science labs.				
Funding Sources: 199 General Fund - 0.00							





<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Focus deliberately on test-taking strategies for students in tested areas, implementing those strategies as a part of the daily routine and common assessments.</p>	2.4, 2.6	Dean of Instruction Assistant Principals Walk-throughs	Improved test taking skills				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Have students chart their own performance on common assessments.</p>	2.4, 2.6	Dean of Instruction Assistant Principals Assessment folders	Improved student awareness and performance.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Conduct U. S. History EOC preparation sessions on Fridays when dual credit classes do not meet.</p>	2.4, 2.6	Assistant Principal of Social Studies Sign in sheets	Improved Masters percentages.				
<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, Science, and Social Studies

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

**Evaluation Data Source(s) 3:** Instructional documents

**Summative Evaluation 3:** Met Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 7  1) Continue the use of TEKS Resource System, Year-a-Glances, and timelines to ensure rigor and depth in instruction.	2.4, 2.6	Dean of Instruction Assistant Principals Implementation of resources.	Improved instruction.				
Funding Sources: 199 General Fund - 0.00							
<b>Critical Success Factors</b> CSF 1 CSF 7  2) Work to foster vertical alignment with middle school subjects.	2.4, 2.6	Instructional Specialists Dean of Instruction Assistant Principals Vertical team meeting agendas	Aligned curriculum Grades 6-12				
<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, Science, and Social Studies

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

**Evaluation Data Source(s) 4:** Number of highly qualified teachers hired.

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Research the possibility of a "grow your own" program to recruit LHS math and science teachers into the teaching profession at Longview High School. Consider the possibility of some sort of scholarship or financial aid program.</p>		Dean of Instruction Assistant Principals	Improved teacher bank to draw from for vacant positions.				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Work with colleges and universities to place math, science, and ELA student teachers on the high school campus.</p>		Dean of Instruction Assistant Principals meetings	Increased number of student teachers assigned to LHS 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 5: Begin Implementation of the Magnet Grant

**Performance Objective 1:** Elimination, reduction, or prevention of minority group isolation.

**Evaluation Data Source(s) 1:** Ongoing enrollment data

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 6 1) To attract non-Black students from surrounding affluent, White suburban district schools.	2.4	Dean of Instruction Magnet Grant Coordinator	More ethnically diverse student population.				
Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00							




**Goal 5:** Begin Implementation of the Magnet Grant

**Performance Objective 2:** Achieve systemic reforms and meet challenging State academic content standards and student achievement standards.


**Evaluation Data Source(s) 2:** State, IB, AP assessment data.  
Early College/Dual Credit data

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 7 1) Implement rigorous and highly engaging magnet school themes at LHS that are identified through a strong theory base as a reform model.	2.4	Dean of Instruction Magnet Grant Coordinator	Implementation of engaging instructional strategies.				
<b>Critical Success Factors</b> CSF 4 CSF 6 CSF 7 2) Implement a student support academic engagement program at LHS.	2.6	Dean of Instruction Magnet Grant Coordinator	Student support system implemented.				




= Accomplished



= Continue/Modify



= No Progress





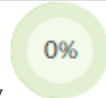

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**Goal 5:** Begin Implementation of the Magnet Grant

**Performance Objective 3:** Develop, design, and expand of innovative educational methods and practices that promote diversity and increase choice.

**Evaluation Data Source(s) 3:** Enrollment data for school as well as data for individual programs.

**Summative Evaluation 3:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Students participate in project-based learning (PBL) units that are inter-disciplinary, real-world, and aligned to Texas, AP, and/or IB standards.</p>	2.4, 2.5, 2.6	Dean of Instruction Magnet Grant Coordinator	Increased numbers of project-based learning assignments and applications.				
Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>2) Train student-centered classroom teachers to facilitate and design high-interest and engaging learning while preserving the dignity of the child.</p>	2.4, 2.6	Dean of Instruction Magnet Grant Coordinator	Student-centered classrooms. Improved instruction and student engagement.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Recruit all students to participate in co-curricular and extra-curricular activities.</p>	2.4, 2.6	Dean of Instruction Magnet Grant Coordinator Check with club sponsors, coaches, and teachers for rosters of activities.	Increased student participation				
<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:** Begin Implementation of the Magnet Grant

**Performance Objective 4:** Teach LHS students 21st Century Soft Skills (communication, collaboration, creativity, and professional ethics).

**Evaluation Data Source(s) 4:** Implementation objectives for Soft Skills instruction

**Summative Evaluation 4:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Increase the number of students who take advanced coursework in high school to include, IB, AP, Early College, dual credit, CTE. Launch campaign in early spring to recruit more students.</p>	2.4, 2.6	Dean of Instruction Magnet Grant Coordinator Evaluate early enrollment projections during the spring.	Increased enrollment in IB, AP, dual credit, and CTE courses.				
Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Develop partnerships with local educational institutions of higher learning, medical institutions, and with local businesses for student field trips, internships, and shadowing activities.</p>	2.6	Grant administrators Dean of Instruction Magnet Grant Coordinator	Number of partnerships and internships created.				
<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:** Begin Implementation of the Magnet Grant

**Performance Objective 5:** Ensure students have equitable access to succeed academically and continue with post-secondary education or productive employment.

**Evaluation Data Source(s) 5:** College enrollment records, military records, and work records.

**Summative Evaluation 5:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 6  1) Participate in Magnet Advisory Council with members from local businesses, community members, and post-secondary institutions, including Longview High School alumni and student representatives.	3.1	Grant Administrators Dean of Instruction Magnet Grant Coordinator	Magnet Advisory Formed and meeting.				
	Funding Sources: 288 Magnet Schools Assistance Program (MSAP) - 0.00						
<b>Critical Success Factors</b> CSF 6  2) Participate in a cultural competency program to ensure that bias is not embedded in the daily practices of the school system.	2.6	Magnet Grant Administrators	Cultural competency training completed.				
<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 6: Prepare all students for post-graduation opportunities.

**Performance Objective 1:** Educate parents and students on post-secondary options and opportunities.

**Evaluation Data Source(s) 1:** Number of students enrolled in CTE pathways, dual credit, PSAT, SAT, ACT, etc.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Host Lobo University meetings for parents of junior and senior students to inform parents of FAFSA, scholarships, college entrance requirements, etc.</p>	3.2	Dean of Instruction College /Career Center Sign-in sheets	More informed parent base.				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) Enroll students and parents in Remind 101 for updated testing information, scholarships, and pertinent college information.</p>	2.4, 2.6, 3.1	College/ Career Center Number of Remind contacts	More informed student and parent base.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Distribute college preparation timelines to students and counsel with them each year to follow the suggested activities for that school year.</p>	2.4	College/ Career Advisors	Better college enrollment procedures.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Encourage and provide opportunities for students to participate in service learning opportunities and encourage participation in extracurricular clubs and organizations.</p>	2.6	Dean of Instruction Assistant Principals Counselors Number of members in clubs and number of service learning participants	Increased membership in clubs and increased numbers of students participating in service learning.				

<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>5) Counsel with students to earn a performance acknowledgment on their diplomas by completing additional academic pursuits. (Performance acknowledgment list attached as a separate document.)</p>	2.4, 2.6	Counselors Number of performance acknowledgements earned.	Increased number of students graduating with performance acknowledgement.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>6) Create transition plans and provide assistance for college admission and job placement for students identified as special education.</p>	2.4, 2.6	Special Education Supervisor Develop and monitor transition plans for SE students.	Seamless transition for students identified as SE into post-secondary opportunities.				
<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 6:** Prepare all students for post-graduation opportunities.

**Performance Objective 2:** Ensure Career and Technology students follow the appropriate CTE pathway. Monitor yearly with fidelity.

**Evaluation Data Source(s) 2:** CTE Director and Counselor  
Yearly checks on 4-year plans

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) Create four-year plans at the beginning of the ninth grade and update yearly.	2.4, 2.6	Counselors	Accurate and relevant four-year plans for every student.				
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  2) Enroll students on appropriate CTE pathway for post-secondary success. Ensure that pathways are not invalidated due to schedule changes. Counsel with students prior to assigning pathway to ensure it meets career goals.	2.4, 2.6	Counselors CTE Director	All students enrolled in appropriate CTE pathway.				
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  3) Monitor CTE pathways yearly to ensure continuous enrollment. Check pathway before any schedule changes are made.	2.4, 2.6	Counselors CTE Director	All students follow correct CTE pathways throughout high school.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6  4) Recruit and enroll eligible and interested students into the East Texas Manufacturing Academy.	2.4, 2.6	CTE Director CTE Counselor	Eligible students enrolled.				
<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 6:** Prepare all students for post-graduation opportunities.





**Performance Objective 3:** Implement SAT-PSAT-ACT-TSI Plan with fidelity. (Plan attached as a separate document.)

**Evaluation Data Source(s) 3:** All components implemented: test participation, performance scores, college acceptances.

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Provide ongoing training to classroom teachers on the SAT, PSAT, ACT, and TSI tests. Begin implement test-taking strategies and practice during classroom instruction.</p>	2.4, 2.6	Dean of Instruction Assistant Principals	Test-taking strategies and practice implemented during classroom instruction.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Utilize Edmentum (Study Island) and Shmoop for test-taking practice and strategies</p>	2.4, 2.6	Assistant Principals Dean of Instruction	Improved standardized test scores.				
Funding Sources: 199 General Fund - 0.00, 288 Magnet Schools Assistance Program (MSAP) - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Increase ACT and SAT scores for all students with a special focus on African American students and Hispanic students. Achieve scores that are college eligible.</p>	2.4, 2.6	Counselors Dean of Instruction Assistant Principals	Improved ACT and SAT scores, especially for African American and Hispanic students.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Keep parents informed of college, scholarship, and college preparation through Remind 101, College and Career Facebook page, website, mailings, and calls.</p>	2.4, 2.6	College and Career staff	More informed parents				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>5) Utilize the College and Career Center for college testing, scholarship applications, and college entrance counseling.</p>	2.4, 2.6	College and Career Center staff	Increased scholarship applications and college entrance counseling.				



<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Enroll students in Study Island components working with SAT, ACT, and TSI tests. Encourage dual credit students to utilize Study Island on Fridays.</p>	<p>2.4, 2.6</p>	<p>Dean of Instruction Assistant principals Counselors</p>	<p>Improved standardized test scores.</p>				
<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>							

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Linda Buie	Dean of Instruction/Head of School--IB
Administrator	Donna Clark	Assistant Principal
Non-classroom Professional	Penny Champion	Counselor/testing coordinator
Non-classroom Professional	Melanie Hudson	At-Risk Counselor/504 Coordinator
Classroom Teacher	Lois Scroggins	teacher
Classroom Teacher	Tabitha Clynch	teacher
Classroom Teacher	Talesha Roberts	teacher
District-level Professional	Catina Love	Director of Testing
District-level Professional	Isaiah Gates	Head of Dade DAEP
Non-classroom Professional	Beverly Coker	IB Coordinator
Classroom Teacher	Jeff Hull	Teacher

## Campus Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Linda Buie	Dean of Instruction/IB Head of School
Administrator	James Brewer	Principal
Administrator	Shameika Allen	Assistant Principal
Administrator	Steven Brown	Assistant Principal
Administrator	Donna Clark	Assistant Principal
Administrator	Kim Shumaker	Assistant Principal
Administrator	Carla Williams	Magnet Grant Supervisor
Administrator	Brian Kasper	CTE Director
Administrator	Sarah Sheppard	Special Education Supervisor

## Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Travel		\$0.00
1	2	3	No resources required		\$0.00
1	3	4	registration and travel		\$12,000.00
1	3	5	registration and travel		\$15,000.00
1	4	3			\$0.00
2	1	3	subscription to TEK Resource System		\$0.00
2	1	10	Composition books		\$0.00
2	1	17	supplies and materials		\$0.00
2	3	1	printing of assessments		\$0.00
2	3	3	manila folders		\$0.00
2	3	13	Pizza and soft drinks		\$400.00
2	3	15	Study Island campus-wide participation		\$0.00
2	5	1	ads in local papers		\$1,500.00
2	5	2	test payment		\$0.00
2	5	3	College tuition		\$0.00
2	5	9	snacks and lunch for Saturday sessions		\$700.00
2	5	12	IB/AP exams		\$58,000.00
2	5	13	training and travel expenses		\$0.00
2	5	14	testing fees		\$0.00
2	5	16	testing fees		\$0.00
2	5	18	Honor cords purchases		\$0.00
2	5	19	letter jackets and/or patches		\$0.00
2	5	20	refreshments		\$0.00
3	3	1	translation expenses		\$0.00

4	1	2	TEKS Resource subscription		\$0.00
4	1	3	consultant fees		\$0.00
4	1	6	Edmentum subscription		\$0.00
4	1	8	technology resources		\$0.00
4	2	4	lab equipment and supplies		\$0.00
4	3	1	TEKS Resource System		\$0.00
6	3	2	Funding for Edmentum and Shmoop		\$0.00
<b>Sub-Total</b>					\$87,600.00
<b>194-PIC 35 State Bilingual/ESL PreK</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	4	10	training		\$0.00
3	3	3	Interpreter fees		\$0.00
<b>Sub-Total</b>					\$0.00
<b>244 Perkins Career &amp; Technical Ed (CTE)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	4	1	CTE programs and materials		\$0.00
<b>Sub-Total</b>					\$0.00
<b>461 Campus Activity Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	13	Refreshments/Treats		\$1,200.00
2	2	2	Raffle prizes		\$0.00
2	3	6	refreshments and certificates		\$0.00
2	5	5	materials and trainers		\$0.00
<b>Sub-Total</b>					\$1,200.00
<b>288 Magnet Schools Assistance Program (MSAP)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	4	registration and travel		\$24,000.00
1	3	6			\$0.00

2	1	6	Teacher training for On-Ramps		\$6,000.00
2	1	15	training		\$0.00
2	1	17	supplies and materials		\$0.00
2	5	13	training and travel expenses		\$0.00
4	1	8	technology resources		\$0.00
5	1	1			\$0.00
5	3	1			\$0.00
5	4	1	materials and training		\$0.00
5	5	1	materials and staffing		\$0.00
6	3	2	Funding for Edmentum and Shmoop		\$0.00
<b>Sub-Total</b>					\$30,000.00
<b>Grand Total</b>					\$118,800.00

# Addendums

## SAT/PSAT/ACT/TSI Action Plan

### Longview High School

All strategies listed are a part of the 2017-2018 Campus Improvement Plan.

Test	Strategy	Timeline
TSI Preparation	Enroll Early College High School students and 11 <sup>th</sup> and 12 <sup>th</sup> grade students wanting to prepare for the TSI into TSI preparation classes as a part of the nine-period schedule. Include occasional ACT sessions.	August 2018
TSI Preparation	Online practices through Houston Community College	Ongoing
TSI Preparation	Edmentum (Study Island) Online component for TSI preparation	Fall 2018
ACT Preparation	Train English teachers on ACT writing component	Spring 2018
ACT Preparation	Host after school ACT preparation sessions prior to tests.	Ongoing
ACT Preparation	Overview of all college entrance exams for all teachers by ACT and SAT consultants	August 2018
ACT Preparation	Train all middle school math and science teachers on ACT test and strategies	August 2018
ACT Preparation	Train all high school math and science teachers on ACT test and strategies.	August 2018
ACT Preparation	Train all middle school English and social studies teachers on ACT test and strategies.	ongoing
ACT Preparation	Train all high school English, Social Studies, Foreign Language, and Fine Arts teachers on ACT reading and writing.	ongoing
ACT Preparation	Develop and implement bell ringer and warm up activities focused on SAT	Fall 2018
ACT Preparation	Edmentum (Study Island)/Schmoop Online component for ACT preparation	Fall 2018
ACT Preparation	Prepare students for SAT/ACT test preparation during the second semester of the speech class	Spring 2019
ACT Preparation	Incorporate ACT strategies and practice into weekly lesson plans	ongoing
ACT Preparation	Host Saturday SAT/ACT writing workshop to prepare students specifically for writing components.	Fall/Spring 2018/18
SAT Preparation	Host Saturday review sessions prior to designated SAT tests	Ongoing



Test	Strategy	Timeline
SAT Preparation	Train all middle school English and Social Studies teachers on SAT verbal tests—reading and writing	ongoing
SAT Preparation	Train all high school English, Social Studies, Foreign Language, and Fine Arts teachers on SAT reading and writing.	ongoing
SAT Preparation	Incorporate SAT strategies and practice into weekly lesson plans	ongoing
SAT Preparation	Edmentum (Study Island)/Schmoop Online component for SAT preparation	Fall 2018
SAT Preparation	Have students enroll in Khan Academy for SAT preparation (online individually developed test preparation)	Fall 2018
SAT Preparation	Develop and implement bell ringer and warm up activities focused on SAT	Fall 2018
SAT Preparation	Modify lesson plan format to include category for SAT and ACT test preparation	Fall 2018
SAT Preparation	Explore other trainings for SAT/PSAT preparation	Fall 2018
SAT Preparation	Host Saturday SAT/ACT writing workshop to prepare students specifically for writing components.	Fall/Spring 2018/19
SAT Preparation	Use Learning Systems SAT packets and training materials for student workshops	Ongoing
PSAT Preparation	Week-long summer Scholars' Academy for rising juniors for PSAT preparation for October test	Summer 2018
PSAT Preparation	Scholars' Academy review Saturday before PSAT test	October 2018
PSAT Preparation	Scholars' Academy II for students not attending summer academy	October 2018
PSAT Preparation	Brown bag lunch tutorials twice a week before October PSAT	Six Weeks—Fall 2018
PSAT Preparation	Train all middle school English and Social Studies teachers on PSAT verbal tests—reading and writing	ongoing
PSAT Preparation	Train all high school English, Social Studies, Foreign Language, and Fine Arts teachers on PSAT reading and writing.	ongoing

SAT Preparation

Use Learning Systems PSAT packets and training materials for student workshops

Ongoing

# Longview Independent School District



## Career & Technical Education Strategic Plan

**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 1: A learning environment that promotes career awareness, career exploration, and skill building for all students grades K-12.</b>							
<i>Area: Career Awareness</i>							
<b>Objective : Develop programs that promote career awareness, career exploration, and skill building for all students grades K-12.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
1.1	PBMAS / Consultant Report	Develop an updated career & technical education video and new CTE web pages that can be used for student recruitment.	CTE Director/ CTE Teachers	August	January	Increased Enrollment / Placement of students in the career pathway of choice	
1.2	CTE Audit / STAAR Data	Develop a student recruitment plan that includes annual planned activities and distribute appropriate recruitment documents.	CTE Director / CTE Staff	August	May	Increased Enrollment	
1.3	PBMAS / Consultant Report	Implement Career Cruising Interest Inventory for all 8 <sup>th</sup> grade students each fall. Four year plans and students schedules will be guided by these results.	CTE Director/ 8 <sup>th</sup> and 9 <sup>th</sup> Grade Counselors	August	May	Increased Enrollment/ Improved 4 year Plans / Standardized Interest/Aptitude Testing	

**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 1: A learning environment that promotes career awareness, career exploration, and skill building for all students grades K-12.</b>							
<i>Area: Career Awareness</i>							
<b>Objective : Develop programs that promote career awareness, career exploration, and skill building for all students grades K-12.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
1.4	Advisory Committee	Develop brochures and other information to clarify dual enrollment, articulation, and tech-prep, develop an exit survey targeting graduating seniors who are currently enrolled in CTE.	CTE Director	August	May	Improved Graduation plans/ Student Follow-up	
1.5	STAAR Data	Develop a K-12 career guidance plan.	CTE Director	August	May	Better Graduation Plans	
1.6	Audit/ District Plan	Evaluate CTE for effectiveness and quality of services.	CTE Director/ Advisory Comm. Staff/ Com. Members/ Parents/ Students	August	May	Program Recommendations	



**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

**Strategy 3: A vertically aligned curriculum that focuses on career preparation and technological competence while preparing all students to succeed at their next level of endeavor.**

*Area: Curriculum Alignment*

**Objective : Develop programs that focus on career preparation and technological competence while preparing all students to succeed at their next level of endeavor.**

<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
3.1	HB5/ Audit	Reorganize the Longview High School Course Guide to include Career Pathways and other appropriate information related to career planning.	CTE Director	August	May	Increased Enrollment	
3.2	Audit / STAAR Data	Align curriculum by sequencing career & technical courses and reviewing and updating curriculum. Review teaching strategies to monitor for reinforcement of academic core skills.	CTE Director/ Instructors	August	May	Teacher Survey / Rigorous Curriculum	
3.3	ARD Minutes/ STAAR Data	Develop and provide appropriate instruction for special education students.	CTE Director/ Instructors	August	May	Appropriate Placement at ARD's	
3.4	Audit / STAAR Data	Maintain and operate adequate instructional and repair budgets for each program area.	CTE Director	August	May	Teacher Survey/ Budget audit	On Going

**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 3: A vertically aligned curriculum that focuses on career preparation and technological competence while preparing all students to succeed at their next level of endeavor.</b>							
<i>Area: Curriculum Alignment</i>							
<b>Objective : Develop programs that focus on career preparation and technological competence while preparing all students to succeed at their next level of endeavor.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
3.5	Audit / STAAR Data	Begin implementation of new state curriculum at LHS.	CTE Director/ Instructors	August 2015	May 2016	Increased Enrollment / Rigorous Curriculum	
3.6	CTE Audit	Begin work on NATEF certification for the Automotive Technology Program.	CTE Director/ Auto- motive Instructor	August 2015	June 2015	Increased Enrollment / Rigorous Curriculum	
3.7	Advisory Recommendation	Explore ways in which LISD can partner with the business community, other ISDs, and local colleges to share resources.	CTE Director/ Advisory Com- mittee	August	May	Rigorous Curriculum/Shared Costs	



**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 3: A vertically aligned curriculum that focuses on career preparation and technological competence while preparing all students to succeed at their next level of endeavor.</b>							
<i>Area: Curriculum Alignment</i>							
<b>Objective : Develop programs that focus on career preparation and technological competence while preparing all students to succeed at their next level of endeavor.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
3.8	Audit / STAAR Data	Develop a pilot project that demonstrates the integration of academic and career & technical education at the high school level.	CTE Director/ Instructors	August	May	Participation in Program	
3.9	Audit / STAAR Data	Continue the alignment of career & technical education curriculum and update as needed.	CTE Director/ Instructors	August	May	Teacher Survey/ Enrollment	
3.10	Audit / STAAR Data	Continue implementation of the career & technical computer rotation plan by replacing computer based labs as needed.	CTE Director/ Business Instructors	August	May	Increased Enrollment / Rigorous Curriculum	
3.11	Audit / STAAR Data	Expand the integration of CTE instruction with guided academics.	CTE Director/ LHS staff	August	May	Teacher Survey	

**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 4: An instructional program that enhances and reinforces competence in the core academic subjects.</b>							
<i>Area: Cross-curricular Programs</i>							
<b>Objective : Develop programs that enhance and reinforce competence in the core academic subject.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
4.1	Audit / STAAR Data	Align curriculum by sequencing career and technology courses and reviewing and updating curriculum. Review teaching strategies to monitor for reinforcement of academic core skills.	CTE Director	August	January	Increased Enrollment / Rigorous Curriculum	
4.2	Audit / STAAR Data	Evaluate all career & technical programs with the help of the District-wide Advisory Committee. Use recommendations to delete low enrollment programs if necessary.	CTE Director/ CATE Advisory Committee	August	May	Increased Enrollment / Rigorous Curriculum	
4.3	Audit / STAAR Data	Continue the alignment of career & technical curriculum and update as needed.	CTE Director/ Teachers	August	May	Increased Enrollment / Rigorous Curriculum	
4.4	Audit / STAAR Data	Develop a pilot project that demonstrates the integration of academic and career & technical education at the high school level.	CTE Director/ LHS Staff	August	May	Survey of Participants	

**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 4: An instructional program that enhances and reinforces competence in the core academic subjects.</b>							
<i>Area: Cross-curricular Programs</i>							
<b>Objective : Develop programs that enhance and reinforce competence in the core academic subject.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
4.5	Audit / STAAR Data	Evaluate and make recommendations about integration of career & technical programs and academics.	CTE Director/ LHS Staff	August	May	Survey of Participants	
4.6	Audit / STAAR Data	Develop the integration of care & technical programs and academics.	CTE Director/ LHS Staff	August	May	Teacher Survey	

**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 5: A student-centered staff that demonstrates instructional competence by utilizing hands-on instruction and innovative techniques and remains current in the appropriate career discipline.</b>							
<i>Area: Staff Development</i>							
<b>Objective : Develop programs that enhance instructional competence by utilizing student-centered, hands-on instruction and innovative techniques and remains current in the appropriate career discipline.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
5.1	Audit	Develop community based internships based on the new curriculum requirements.	CTE Director/ Criminal Justice Instructor	August	May	Increased Enrollment / Rigorous Curriculum	
5.2	Audit / Travel reports	Develop and implement a staff development plan that includes the rotation of teachers through summer improvement conferences on a three-year cycle.	CTE Director	August	May	Increased Enrollment / Rigorous Curriculum	

**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 6: Instructional programming that provides equal access and addresses the career related needs of all students.</b>							
<i>Area: Student Diversity</i>							
<b>Objective : Develop programs that provide equal access and addresses the career-related needs of all.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
6.1	CTE Audit	Add a Career Computer Lab and a Career Counselor to assist with LHS and dual-credit scheduling,	CTE Director	August 2015	May 2004	Increased Enrollment	2015
6.2	Audit / STAAR Data	Implement 9th grade semester class to assist students in the development and maintenance of personal 4 year plan, course selection, etc.	CTE Director/ Counselors	August	May	Improved 4 year Plans / accurate scheduling	
6.3	Advisory Committee	Develop brochures and other information to clarify dual enrollment, articulation, develop an exit survey targeting graduating seniors who are currently enrolled in CTE	CTE Director	August	May	Improved 4 year plans/ Student Follow-up	
6.4	CTE Club Data	Encourage student participation in youth leadership activities.	Staff	August		Increased Participation in Student organizations	

**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 7: A career and technology program that is community-based and uses the resources of the community.</b>							
<i>Area: Community Relations</i>							
<b>Objective : Develop programs that are community-based and use the resources of the community.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
7.1	Audit	Organize a Career & Technical Education Advisory Committee.	CTE Director	Dec. 2014	May 2015	Minutes of Advisory Meetings	2014
7.2	Audit	Develop community based internship sites as indicated in the 2016 curriculum update	CTE Director/ Teachers	August	May	Increased Enrollment / Rigorous Curriculum	
7.3	Audit	Evaluate all career & technical programs with the help of the Advisory Committee. Use recommendations to delete low enrollment programs if necessary.	CTE Director/ Advisory Committee	August	May	Program Evaluation	
7.4	Audit	Explore the development of additional community-based partnerships based on enrollment data and on community employment needs.	CTE Director/ Advisory Committee/ Instructors	August	May	Increased Enrollment	

**Longview Independent School District  
Career & Technical Education  
Strategic Plan 2015-2020**

**Action Plan**

<b>Strategy 7: A career and technology program that is community-based and uses the resources of the community.</b>							
<i>Area: Community Relations</i>							
<b>Objective : Develop programs that are community-based and use the resources of the community.</b>							
<b>Step #</b>	<b>Identified Need/ Rationale</b>	<b>Action Steps</b>	<b>Assigned to:</b>	<b>Start Date</b>	<b>Target Finish Date</b>	<b>Evaluation/ Student Outcome</b>	<b>Task Comp.</b>
7.5	Audit	Develop a career & technical education video and brochures that will be used in the community.	CTE Director/ Instructors	August	May	Increased Enrollment	
7.6	Advisory Committee	Explore ways in which LISD can partner with the business community, other ISDs, and local colleges to share resources.	CTE Director	August	May	Rigorous Curriculum	
7.7	LEDCO	Provide students with the opportunity to take the ACT WorkKeys career assessment to further the effort of LEDCO's Work Ready City status and provide students with increased hiring opportunities	CTE Director & Counselor	August	Dec.	Employment opportunities	2015