



**Campus Improvement Plan**

**LONGVIEW INDEPENDENT SCHOOL DISTRICT**

# Longview Early Graduation High School (LEAD) 2016-2017

**Accountability Rating**

**Met Standard**

---

Kristi Means, Principal

410 S. Green Street  
Longview, TX 75601  
903-381-3921  
Fax: 903-381-3925

# Board of Trustees



Dr. Mark Camp (Place 1)



Mr. Jud Murray, Secretary (Place 2)



Dr. Chris Mack, President (Place 3)



Mrs. Virginia Northcutt (Place 4)



Mrs. Shandreka "Shan" Bauer, Vice President (Place 5)



Mr. Ted Beard (Place 6)



Dr. Troy Simmons (Place 7)

# Background

The Longview Early Graduation High School Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in LISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-2017 Campus Plan of Action, the Longview Early Graduation High School Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval. The Board of Trustees provided final approval on September 27, 2016.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

# Campus Composition

## Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	78	48.15%	American Indian – Alaskan Native	1	0.62%
Male	84	51.85%	Asian	0	0.00%
			Black – African American	89	54.94%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	1	0.62%
Hispanic-Latino	48	29.63%	White	21	12.96%
			Two-or-More	2	1.23%

## Student by Program

## Other Student Information

Bilingual	0	0.00%	At-Risk	162	100.00%
English as a Second Language (ESL)	6	3.70%	Economically Disadvantaged	116	71.60%
Career and Technical Education (CTE)	14	8.64%	Title I Homeless	2	1.23%
Free Lunch Participation	114	70.37%	Immigrant	2	1.23%
Reduced Lunch Participation	2	1.23%	Limited English Proficient	7	4.32%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	1	0.62%	Military Connected	0	0.00%
Special Education (SPED)	16	9.88%	Foster Care	0	0.00%
Title I Participation	2	1.23%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	7	4.32%	Section 504 (No Section 504 File for 2016)	0	0.00%

# Longview Early Graduation High School

## **Mission**

*To provide a safe learning environment for all students with the expectation that all students can and will succeed as they become college and career ready for the 21st century.*

## **Vision**

*Improving Lives One Student at a Time*

### Nondiscrimination Notice

Longview Early Graduation High School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Longview Early Graduation High School Site Base

Name	Position
Glosson, Josh	History Teacher
Harris, Angela	Parent
Jones, Brian	Science Teacher
Lee, Cheri	Student Support Specialist
Love, Catina	District Testing Coordinator
Means, Kristi	Principal
Rodriguez, Veronica	Parent
Thompson, Barry	ESL Teacher
Vaughn, Cynthia	Inclusion Teacher
Williams, Oslyn	Counselor

# Resources

Resource	Source
IDEA Special Education	Federal
State Compensatory	State

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.



**TEXAS EDUCATION AGENCY**  
**2016 Accountability Summary**  
 LEAD ACADEMY H S (092903004) - LONGVIEW ISD

**Accountability Rating**

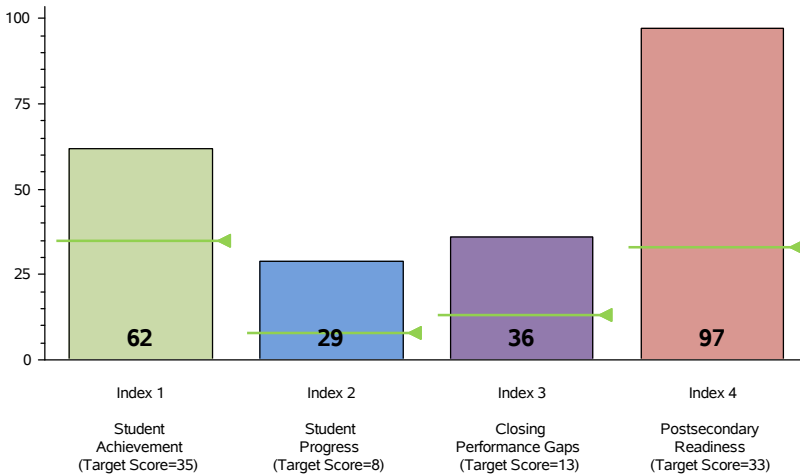
**Met Alternative Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Distinction Designation**

Academic Achievement in ELA/Reading	<b>NOT ELIGIBLE</b>
Academic Achievement in Mathematics	<b>NOT ELIGIBLE</b>
Academic Achievement in Science	<b>NOT ELIGIBLE</b>
Academic Achievement in Social Studies	<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress	<b>NOT ELIGIBLE</b>
Top 25 Percent Closing Performance Gaps	<b>NOT ELIGIBLE</b>
Postsecondary Readiness	<b>NOT ELIGIBLE</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	High School
Campus Size	162 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	71.6
Percent English Language Learners	4.3
Mobility Rate	74.0

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	114	184	62
2 - Student Progress	58	200	29
3 - Closing Performance Gaps	289	800	36
4 - Postsecondary Readiness			
STAAR Score	5.6		
Graduation Rate Score	61.4		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		97*

\* Includes bonus points that may have been added to the Index 4 Score.

**System Safeguards**

Number and Percentage of Indicators Met	
Performance Rates	5 out of 8 = 63%
Participation Rates	7 out of 7 = 100%
Graduation Rates	3 out of 5 = 60%
<b>Total</b>	<b>15 out of 20 = 75%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Status Report**  
**LEAD ACADEMY H S (092903004) - LONGVIEW ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N							N				0	3	0
Mathematics	Y												1	1	100
Writing													0	0	
Science	Y												1	1	100
Social Studies	Y	Y							Y				3	3	100
<b>Total</b>													<b>5</b>	<b>8</b>	<b>63</b>

<b>Performance Status - Federal</b>															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N			n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N				n/a	n/a	n/a	n/a				n/a			

<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y				4	4	100
Mathematics	Y	Y							Y				3	3	100
<b>Total</b>													<b>7</b>	<b>7</b>	<b>100</b>

<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met	Y	Y		N					N	Y			3	5	60
Reason Code ***	c	c								a					
<b>Total</b>													<b>3</b>	<b>5</b>	<b>60</b>

**District: Met Federal Limits on Alternative Assessments**

<b>Reading</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Mathematics</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Total</b>															

**Overall Total** **15**    **20**    **75**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Performance and Participation Data Table**  
**LEAD ACADEMY H S (092903004) - LONGVIEW ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Level II Satisfactory Standard	28	16	8	*	*	-	*	*	23	5	-	n/a
Total Tests	76	43	19	*	*	-	*	*	55	14	-	-
% at Level II Satisfactory Standard	37%	37%	42%	*	*	-	*	*	42%	36%	-	n/a
<b>Mathematics</b>												
# at Level II Satisfactory Standard	25	15	6	*	-	-	*	*	20	*	*	n/a
Total Tests	31	18	7	*	-	-	*	*	24	*	*	*
% at Level II Satisfactory Standard	81%	83%	86%	*	-	-	*	*	83%	*	*	n/a
<b>Writing</b>												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Science</b>												
# at Level II Satisfactory Standard	22	10	6	*	-	-	*	*	15	*	*	n/a
Total Tests	26	12	8	*	-	-	*	*	19	*	*	*
% at Level II Satisfactory Standard	85%	83%	75%	*	-	-	*	*	79%	*	*	n/a
<b>Social Studies</b>												
# at Level II Satisfactory Standard	39	16	13	**	*	-	-	-	27	6	*	n/a
Total Tests	51	25	15	**	*	-	-	-	35	7	*	*
% at Level II Satisfactory Standard	76%	64%	87%	90%	*	-	-	-	77%	86%	*	n/a
<b>Participation Rates</b>												
<b>Reading: 2015-2016 Assessments</b>												
Number Participating	134	79	31	18	*	-	*	*	95	19	n/a	*
Total Students	135	80	31	18	*	-	*	*	96	19	n/a	*
Participation Rate	99%	99%	100%	100%	*	-	*	*	99%	100%	n/a	*
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	45	27	10	5	-	-	*	*	33	5	n/a	*
Total Students	45	27	10	5	-	-	*	*	33	5	n/a	*
Participation Rate	100%	100%	100%	100%	-	-	*	*	100%	100%	n/a	*

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Graduation and Federal Limits Data Table**  
**LEAD ACADEMY H S (092903004) - LONGVIEW ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	87	49	**	19	-	-	-	*	43	24	*	n/a
Total in Class	122	70	**	27	-	-	-	*	64	26	*	-
Graduation Rate	71.3%	70.0%	76.2%	70.4%	-	-	-	*	67.2%	92.3%	*	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	90	35	26	25	-	-	-	4	42	19	*	n/a
Total in Class	131	55	40	30	-	-	-	6	64	21	*	*
Graduation Rate	68.7%	63.6%	65.0%	83.3%	-	-	-	66.7%	65.6%	90.5%	*	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	95	35	27	28	-	-	-	5	42	20	*	n/a
Total in Class	127	51	39	32	-	-	-	5	62	21	*	*
Graduation Rate	74.8%	68.6%	69.2%	87.5%	-	-	-	100.0%	67.7%	95.2%	*	n/a
<b>District: Met Federal Limits on Alternative Assessments</b>												
<b>Reading</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
<b>Mathematics</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- n/a Indicates the student group is not applicable to System Safeguards.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Enrollment Numbers indicate a sufficient need for an alternative school. The enrollment is comparable to last year's enrollment at this time of year.

#### Student Demographics

Hispanic Student Total-21%

Black Student Total-57.50%

Pacific Student Total-1.67%

White Student Total-17.50%

Multi Student Total-1.67%

The special program breakdown is as follows:

Hispanic Student Toto-10%

Black Student Total-50%

White Student Total-40%

Most of the students are from south Longview.

#### Staff Demographics-

Hispanic-2

Black-10

White-5

The student/teacher ratio is 1:12 students. Data is unavailable at this time to show evidence of benefits or lack thereof regarding student/teacher ratio.

# Comprehensive Needs Assessment

## Demographics Weaknesses

LEGHS is in need of 4 full-time English teachers, 1 math teacher, 1 science teacher, and 1 foreign language teacher. The additional teachers are needed for advanced courses.

One of this year's goals is to have Globe Scholars & Globe Scholars with distinction.

## Demographics Needs

LEGHS is in need of 4 full-time English teachers, 1 math teacher, 1 science teacher, and 1 foreign language teacher. The additional teachers are needed for advanced courses.

One of this year's goals is to have Globe Scholars & Globe Scholars with distinction.

## Demographics Summary

### Demographics

LEGHS will continue to improve attendance rates by having a goal of 97%.

A goal for this year is to minimize the number of drop-out students and to close the achievement gap between sub-populations.

In an effort to mirror student demographics we will continue to actively recruit minority teachers.

## Student Achievement

# Comprehensive Needs Assessment

## Student Achievement Strengths

Student data is disaggregated using DMAC.

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

The data indicates that there is a deficit in reading among all students especially African Americans and economically disadvantaged students.

The data indicates the following:

20% increase in Black students' scores

30% increase in ECD students' scores

67% increase in ELL students' scores

47% increase in Hispanic students' scores

## Student Achievement Weaknesses

There was a 7% increase in English Language Arts scores. This year each student will take English class daily vs. every other day. Students with low quintile levels will be placed in Read 180.

## Student Achievement Needs

In order to maintain small class sizes, LEGHS is in need of 4 full-time English teachers that are on campus daily.

Students will visit area colleges & universities. They will be given the opportunity to ask questions about majors & career fields of their choice.

Provide students with computer software and hands-on manipulatives to enhance instruction.

# Comprehensive Needs Assessment

## Student Achievement Summary

### Student Achievement

Staff development targeting active student engagement in core subjects

Continue to train on data driven instruction

Increase achievement of all subpopulations

Increase student performance indexes 1-3

Target increasing academic achievement of ECD in core subjects

## School Culture and Climate

### School Culture and Climate Strengths

There have been two perspectives shared by students in regards to school climate. There are students who feel that the school climate is positive and conducive for them to accomplish their goal of graduating. They feel that it is a place where staff truly care about their success and will take the time to help when needed, personally and academically.

There have also been students who have anticipated a negative climate or environment based upon information previously received. However, once attending they viewpoint changes based upon positive experiences.

Graduation from high school is the collective goal of the school. Staff and students focus on academic achievement and strengthening skills that can lead to this goal. Life skill emphasis is provided through additional supports and services which align with a holistic preparation of students.

Staff and students strive toward respectful relationships. Staff does a good job of getting to know their students, their stories and building relationships. This leads to students feeling supported and a sense of belonging. This is evident across all groups.



# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

Generally, it is not a fearful environment. However, we must be aware of the ever increasing gang involvement activity of our students and the potential of the environment to become unsafe. Implementing consistent safety measures is imperative.

Overall, students are aware that they are expected to have appropriate behaviors and are expected to progress academically. Students know that with meeting these expectations they will be rewarded with extra-curricular activities, field trips and privileges. Expectations are communicated on a regular basis by staff.

There are known gang members and students that use drugs. However, there have not been any incidences this school year. The Career Specialist does a great job as a liaison in the community researching services for the students.

Regarding Services-

- Mentoring (City of Longview, Partners in Prevention, Forever Friends, Co-Pilots);
- Counseling- on-campus counseling, STAR Program, Community Health Core;
- Gang prevention presentations (City of Longview Partners in Prevention, My Brothers Keeper Organization, Anti-Sex Trafficking Presentation-Gang addition) ;
- Substance Abuse Prevention-ETCADA presentations, City of Longview-Partners in Prevention;
- Communities in Schools-supports and services to address drug and violence prevention;
- Women's Center of East Texas- dating violence prevention presentations;
- Red Ribbon Week- drug and alcohol awareness/prevention;\
- Workforce Solutions of East Texas- out of school youth employment opportunities;
- College and Career Center- assistance with employment, college and career goals

LEGHS students are involved in extracurricular activities, clubs, and other areas. Such as:

- Responsible Parent Association (RPA)-club for students with children;
- Student Council-leadership opportunity;
- Community Service- nursing home card drive; can food drive;
- In an effort to empower students, there will be a t-shirt design contest. The winner will have their design on the 2016-17 school year t-shirt.

The students' and staff's perception of the building is clean and well-maintained. This translates to care and concern for students and staff.

?

Plans are in the making to promote a student leadership team.Plans are in the making to promote a student leadership team.

## School Culture and Climate Weaknesses

Some students and community members view LEGHS as a place for misfits and discipline issues which feeds into the feeling of being ostracized.

All students in LISD are considered Lobos. Most students in LISD aspire to become a Lobo when they reach high school age.

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

### School Culture and Climate Needs

The site base committee voted that LEGHS students wear green robes for graduation and have a “Lobo” as a mascot.

All students in L.I.S.D. are considered to be Lobos. Most students in LISD aspire to become a Lobo when they reach high school age.

The cafeteria staff has asked for lights and cameras to be placed behind the cafeteria. The staff consists of 2 females. When they arrive to work in the morning it is dark.

In an effort to have good morale amongst the staff, the principal would like to have 2 end of the semester meals.

### School Culture and Climate Summary

#### School Culture and Climate

Students describe the school climate of one that is intimate and comfortable. 13/15 teachers have been at LEGHS for 3 years or more. They have a passion for student success.

There are signs posted through-out the school of this year's goals in regards to State testing and inspirational sayings to persuade students into applying for college and/or trade school.

Students have positive behavior and feel comfortable enough to approach administrators and/or staff members if they do not feel safe.

This year LEGHS will celebrate a student of the week. Students will be chosen by each teacher and receive special recognition during student assemblies.

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

The goal is to improve school culture by empowering students and teachers in the educational process as well as promoting ownership.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

13/15 staff members have been at LEGHS for 3 or more years. All teachers are designated by the state as highly qualified.

There was a tremendous improvement on 2016 Spring State EOC data in the areas of Science, Math, & Social Studies.

Professional Learning Communities played a great part in improving scores.

Teachers that work well with students that require intense help are assigned those students.

New staff members are assigned a mentor in their discipline.

Teachers and students will set goals and track them for every common assessment. If goals are not reached, teachers will adapt and attempt to reach their goal for the next assessment.

2016 EOC data will be used to improve instruction in all tested areas. This data will also drive professional development.

The staff has attended professional development on T-TESS and journaling since June 2016. Professional development will be monitored during walk-throughs.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Needs

There is under-representation of Hispanics on the staff.

## Staff Quality, Recruitment and Retention Summary

There are systems in place to provide support to new and veteran teachers. Professional Learning Communities are held weekly. These meetings allow teachers to collaborate and research best practices.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

The increase in EOC scores in the areas of Algebra, Biology, and US History reveals evidence that the curriculum is clearly linked to the TEKS and other standards for student learning.

Tri-Weekly common assessment data is disaggregated and used to guide curriculum, instruction, and assessment decisions.

Differentiated instructional strategies are used to attempt to teach every student in their style of learning. Various activities are used for different student groups. Gender, culture, and learning styles play a role in creating activities.

Research and preparation maximizes student achievement. Teaching must be intentional.

Assessments are commonly based on released exams. This eliminates bias. The district has instructional specialist and consultants that create assessments.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

The scope and sequence for each subject is created prior to the school year. Assessments are based on the pacing guide.

## Curriculum, Instruction and Assessment Weaknesses

Instruction and actions must focus on closing the achievement gap for black students and the economically disadvantaged.

Differentiated learning and intense remediation are needed to close these gaps.

English scores are unacceptable. Teachers will continue to attend PLC meetings at Longview High School and use data to drive instruction.

## Curriculum, Instruction and Assessment Needs

Some upper class students are in need of only restoring credits. LEGHS is in need of at least 10 desk top computers to accommodate these students.

## Curriculum, Instruction and Assessment Summary

### Curriculum, Instruction and Assessment

Tri-Weekly common assessment data is disaggregated and used to guide curriculum, instruction, and assessment decisions.

Differentiated instructional strategies are used to attempt to teach every student in their style of learning.

Various activities are used for different student groups. Gender, culture, and learning styles play a role in creating activities. Instruction and actions must focus on closing the achievement gap for black students and the economically disadvantaged.

Differentiated learning and intense remediation are needed to close these gaps.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

## Family and Community Involvement

### Family and Community Involvement Strengths

The increase of family and community involvement is a goal for Longview Early Graduation H.S. There will be a parent/teacher meeting for each grading period. There are plans to start a Parent/Teacher organization. Staff members are encouraged to have parent contact via phone, email, or face-to-face conference.

The Career Specialist updates the website to inform students and parents on new job opportunities as well as information for college entrance.

Family and community members will be involved. This year there will be surveys sent to family/community members that will allow stakeholders to voice strengths & weaknesses of Longview Early Graduation H.S.

There are various services available to support families, community members, and students to encourage healthy family relationships. Such as:

- Students with children are encouraged to join RPA which provides parenting information relative supporting healthy family relationships. Such as parent-child bonding, communication, and expectations throughout developmental stages;
- Communities in Schools Site Coordinator and Student Support Specialist provide resources for families which can assist with strengthening families;
- A resource table is provided at parent meetings and “Meet the Teacher Nights” which provides community resources and parenting information for strengthening families;
- On-going campus counseling with students relative positive life choices and problem-solving relative to personal and family issues promotes healthy family relationships.

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

Spanish speaking parents receive information in their native language verbally & written. The clerk serves as an interpreter for Spanish-speaking parents.

Students that belong to special programs are serviced by providing accommodations that are listed on their Individual Education Plan.

We also have community partnerships that support families and students. Such as:

- East Texas Council on Alcohol and Drug Abuse- weekly seminars regarding drug prevention and awareness;
- Partners in Prevention- student seminar for students regarding drug prevention and anti-sex trafficking;
- Partners in Prevention mentoring programs provide weekly mentoring sessions for campus program participants.
- Local businesses provide tours for students informing them of career opportunities ;
- Nurse-Family Partnership services students by teaching parenting classes and monitoring pre-natal care during home visits;
- Local companies make donations to school to support college fairs, career days, enrichment programs and student incentives.
- Community members volunteer as presenters for campus Career Day.
- Local agencies have held seminars for parents regarding internet safety and anti-sex trafficking.
- Parenting Resource Center of East Texas provides parent education materials.
- Women's Center of East Texas-presentations regarding dating violence and healthy relationships.

## Family and Community Involvement Summary

### Family & Community Involvement

LEGHS seeks opportunities to build relationships with stakeholders.

## School Context and Organization

### School Context and Organization Strengths

# Comprehensive Needs Assessment

The district provides support to Longview Early Graduation High School. District employees are gracious with their time. LEGHS works closely with the Assistant Superintendent of Secondary Education as well as with the Director of Secondary Education. The district's ELA instructional specialist makes weekly visits to the campus. The district's Math/Special Ed specialist has played a great part in preparing classes and schedules for the 2016-17 school year.

Students will attend alternating core classes and tutorial classes daily.

The site base committee members play a part in decisions regarding student instruction and campus policies.

## School Context and Organization Weaknesses

One of this year's goals is to work on improving the perception of the school by publicizing the positives that happen on campus and empowering students and teachers.

## School Context and Organization Summary

### School Context & Organization

## Technology

### Technology Strengths

#### Technology

Incorporate time for training, planning, and implementation of the new campus technology.



# Comprehensive Needs Assessment Data Sources

ACT/SAT Data  
Disaggregated STAAR Data  
District Policies  
DMAC  
Drop-out Rates  
Highly Qualified Staff  
OnDataSuite  
PEIMS Reports  
Safe Schools Checklist  
Special Programs Evaluations  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM

# Longview Early Graduation High School

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hire highly qualified teachers that work well with at-risk students.	Deputy Supt. HR & Community Relations, Principal		(S)Local Funds	Formative - Number of discipline issues Success of local and state testing
2. The principal will begin recruiting in November & December of the school year.	Principal	December 2016- April 2017	(S)Local Funds	Formative - Number of highly qualified teachers hired
3. The district should pay for Master's Degrees and additional certification tests.	Budget Committee	August 2016- June 2017		Formative - The number of teachers that return the following year
4. Engage highly qualified/certified personnel to assure all students have the best opportunity for a quality education and provide ongoing mentoring with new teachers. (Target Group: All)	Counselor(s), Principal	August 2016- June 2017	(S)Local Funds	Formative - Frequent walk-throughs and teacher coaching
5. Offer professional development opportunities, particularly in the areas of classroom management, academic rigor, and advanced placement.	Counselor(s), Principal, Support Team	August 2016- June 2017	(S)State Compensatory	Formative - Staff Survey Attend Region 7 Workshops Attend District Staff Development Opportunities
6. Ensure all staff members maintain highly qualified status by meeting all certification requirements through participating in required State and local staff-development such as Gifted and talented endorsements, ESL/LPAC training, SIOP, Crisis management, Standards of Conduct. DMAC, and Emergency Operation, etc.	Counselor(s), Principal	August 2016- June 2017	(S)State Compensatory	Formative - Staff Development Records Teacher survey
7. Increase teacher retention rate by 10% by offering monthly recognition and incentives such as teacher of the month, participation certificates, and outstanding service awards.	Classroom Teacher(s), Counselor(s), Principal, Support Team	August 2016- June 2017	(S)Local Funds	Formative - Staff Development Records Teacher survey

# Longview Early Graduation High School

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate with area colleges, universities, and trade schools.	Counselor(s), Deputy Supt. HR & Community Relations, Principal	August 2016-June 2017	(S)State Compensatory	Formative - Number of students that attend colleges, universities, and trade schools
2. Provide transportation for students to Longview High School and Kilgore College to participate in CTE and dual credit courses.	Assistant Superintendent(s), Counselor(s), CTE Director, Principal	August 2016-June 2017	(S)State Compensatory	Formative - Number of students enrolled in dual credit courses

# Longview Early Graduation High School

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide professional development to teachers on classroom management and engaging activities.	Assistant Superintendent(s), Classroom Teacher(s), Curriculum & Instruction Dept., Principal	August 2016- June 2017	(S)State Compensatory	Formative - Number of discipline issues Performance on local and state testing

# Longview Early Graduation High School

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

**Objective 4.** Decrease the staff turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage Longview Early Graduation to attend area colleges and universities, and in return, those colleges and universities will place student teachers in Longview ISD.	Asst. Supt. Curriculum & Instruction, Classroom Teacher(s), Principal	August 2016-June 2017	(S)State Compensatory	Formative -
2. Continue T-Bess program for teachers that have 1-3 years experience.	Assistant Superintendent(s)	August 2016-June 2017	(S)State Compensatory	Formative -

# Longview Early Graduation High School

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

**Objective 5.** Provide office staff and the officer on campus with radios to improve communication for safety purposes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase radios to communicate quickly and effectively.		August 2016- June 2017	(S)Local Funds, (S)State Compensatory	Formative -

# Longview Early Graduation High School

**Goal 2.** All Schools Will Meet State Standards

**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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development training with needed materials to faculty and staff on the requirements of House Bill 5 to include the strands and all their components.	Counselor(s), Principal	August 2016- June 2017		Formative - Formative-Sign-In Sheets Region VI Training District Training
2. Expand the current College and Career Center at Longview Early Graduation HS to focus on more college readiness through application and admissions.	Counselor(s)	August 2016- June 2017		Formative - Student participation College and Career Activities/Field Trips Counselor Presentations
3. The principal will conduct consistent walk-throughs and provide feedback to teachers on instructional strategies that will include rigor and relevance.	Principal	August 2016- June 2017		Formative - Lesson Plans Walk-throughs
4. Teachers will disaggregate data and use the results to guide instruction and create target groups. The teachers will continue to collaborate in Professional Learning Communities and provide students with hands-on activities that are relevant to students.	Classroom Teacher(s), Principal	August 2016- June 2017		Formative - Walk-throughs Common Assessment Data
5. Support the professional development of teachers through workshops, conferences, and coaching.	Content Area Instructional Coaches, Principal, Research and Accountability Director	August 2016- June 2017		Formative - Walk-throughs Common Assessment Data
6. Vertical Alignment between primary, middle, and high school curriculum teams.	Assistant Superintendent(s), Classroom Teacher(s), Content Area Instructional Coaches, Counselor(s), CTE Director, Curriculum & Instruction Dept., Principal	August 2016- June 2017		Formative - Accountability ratings for primary, middle, and high school

# Longview Early Graduation High School

**Goal 2.** All Schools Will Meet State Standards

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reward perfect attendance with recognition at student assemblies.	Classroom Teacher(s), Counselor(s), Principal	August 2016- June 2017		Formative - Attendance Rate of 97%
2. Contact parents and truancy officer if students begin a pattern of absenteeism.	Classroom Teacher(s), Counselor(s), Principal, Rtl Team	August 2016- June 2017		Formative - Attendance Rate
3. Create opportunities that empower students.	Classroom Teacher(s), Club Sponsors, Counselor(s), Principal	August 2016- June 2017		Formative - 97% attendance rate
4. Reward students by offering extrinsic incentives.	Classroom Teacher(s), Counselor(s), Principal	August 2016- June 2017		Formative - 97% attendance rate



# Longview Early Graduation High School

**Goal 2.** All Schools Will Meet State Standards

**Objective 3.** Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will make smart(short term) goals for their classes to strive for closing the achievement gap between the standard progression standard and the advanced standard.	Classroom Teacher(s), Instructional Specialist, Principal	August 2016- June 2017		Formative - Performance on local and state testing
2. Teachers will collaborate during their PLC's to create hands-on activities directly related to TEKS that will engage students.	Classroom Teacher(s), Instructional Specialist, Principal	August 2016- June 2017		Formative - Performance on local and state testing
3. Teachers will create activities and practice on test questions that require higher-order thinking skills and problem solving.	Classroom Teacher(s), Instructional Specialist, Principal	August 2016- June 2017		Formative - Frequent walk-throughs Performance on local and state testing
4. Provide a tutorial blitz (during the day or after school) to work on TEKS that have a history of concern and provide a snack/drink.	Classroom Teacher(s), Counselor(s), Principal	August 2016- June 2017		Formative - Performance on local and state testing
5. Provide after school transportation for students that need additional assistance or who have been excessively absent.	Budget Committee, Classroom Teacher(s), Principal	August 2016- June 2017		Formative - Performance on local and state testing
6. Students will create smart goals (short term) to increase their mastery of TEKS on common assessments.	Classroom Teacher(s), Principal	August 2016- June 2017		Formative - Performance on local and state testing

# Longview Early Graduation High School

**Goal 2.** All Schools Will Meet State Standards

**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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ELL students with an ESL teacher.				Formative -
2. Provide 1:1 instruction with G/T, SPED, 504 Dyslexia, and ELL students.				Formative -
3. Implement Individual Education Plans.				Formative -

# Longview Early Graduation High School

**Goal 2.** All Schools Will Meet State Standards

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage students to graduate on the recommended plan as a Globe Scholar with an endorsement.	Classroom Teacher(s), Counselor(s), Principal	August 2016- June 2017		Number of students that graduate as Globe Scholars
2. Encourage students to take Texas State Initiative test so they may be able to take dual credit courses.	Classroom Teacher(s), Counselor(s), Principal	August 2016- June 2017		Number of students taking dual credit courses

# Longview Early Graduation High School

**Goal 2.** All Schools Will Meet State Standards

**Objective 6.** Increase parental involvement by having meetings to provide information about local, state, & SAT/ACT testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create opportunities for parents to be involved in campus activities such as "Meet the Teacher", Special Recognition Program, and Pre-Graduation meeting, etc.	Classroom Teacher(s), Counselor(s), Principal	August 2016- June 2017		Formative -

# Longview Early Graduation High School

**Goal 2.** All Schools Will Meet State Standards

**Objective 7.** Purchase software and manipulatives to enhance instruction by providing hands-on activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Decrease the performance gap between subpopulations by using software and hands-on manipulatives to enhance learning.	Classroom Teacher(s), Principal	August 2016- June 2017		Formative - Performance on local and state testing Walk-throughs

# Longview Early Graduation High School

**Goal 3.** All Schools Will Perform at State Level in Math and Science

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development training with needed materials to faculty and staff on the requirements of House Bill 5 to include the strands and all their components.	Classroom Teacher(s), Counselor(s), Curriculum & Instruction Dept., Principal	August 2016- June 2017		Formative - Individual Graduation Plans
2. Utilize successful teachers to train other teachers. Continue to use Math & Science consultants. Purchase manipulatives to increase hands-on learning.	Assistant Superintendent(s), Classroom Teacher(s), Curriculum & Instruction Dept., Instructional Specialist, Lead Teacher, Principal	August 2016- June 2017		Formative - Performance on local and state testing
3. Purchase "Flocabulary", a software program, that teaches content through song.	Classroom Teacher(s), Principal	August 2016- June 2017		Formative - Performance on local and state testing

# Longview Early Graduation High School

**Goal 3.** All Schools Will Perform at State Level in Math and Science

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support the professional development of teachers through workshops, conferences, and coaching.	Instructional Specialist, Principal	August 2016-June 2017		Formative - Frequent walk-throughs
2. The principal will conduct consistent walk-throughs and provide feedback to teachers on instructional strategies that will include rigor and relevance.	Principal	August 2016-June 2017		Formative - Performance on local and state testing
3. Teachers will create lessons that require higher level thinking.	Classroom Teacher(s), Curriculum & Instruction Dept., Instructional Specialist, Principal	August 2016-June 2017		Formative - Performance on local and state testing

# Longview Early Graduation High School

**Goal 3.** All Schools Will Perform at State Level in Math and Science

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Vertically align math and science throughout primary, middle, and secondary levels.	Classroom Teacher(s), Counselor(s), Curriculum & Instruction Dept., Principal	August 2016-June 2017		Formative - Performance on local and state testing
2. Create activities that are "real world" and relevant to the students' lives.	Classroom Teacher(s), Curriculum & Instruction Dept., Principal	August 2016-June 2017		Formative - Performance on local and state testing
3. Teachers act as facilitators by creating opportunities for lessons to be student-led.	Classroom Teacher(s), Principal	August 2016-June 2016		Formative - Performance on local and state testing



# Longview Early Graduation High School

**Goal 3.** All Schools Will Perform at State Level in Math and Science

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit Math and Science majors from area colleges and universities.	Assistant Superintendent(s), Deputy Supt. HR & Community Relations, Math Department Chair, Principal	August 2016- June 2017		Formative - Number of highly qualified teachers hired
2. Provide and math and science stipend.	Assistant Superintendent(s), Deputy Supt. HR & Community Relations	August 2016- June 2017		Formative - Number of highly qualified teachers hired
3. Provide financial assistance for teachers to pursue a master's or doctoral degree.	Assistant Superintendent(s), Budget Committee, Deputy Supt. HR & Community Relations			Formative - Attrition rate of teachers

# Longview Early Graduation High School

**Goal 3.** All Schools Will Perform at State Level in Math and Science

**Objective 5.** Purchase computers, software, and manipulatives to enhance instruction by providing hands-on activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Decrease the performance gap between subpopulations by using software and hands-on manipulatives to enhance learning.	Classroom Teacher(s), Principal	August 2016- June 2017		Formative - Performance on local and state testing

# Longview Early Graduation High School

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 1.** Utilize student career investigations and personal interests to navigate students toward a career/college path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide students opportunities to express their interest of career fields.	Classroom Teacher(s), Counselor(s), Principal	August 2016-17		Formative - Number of students to enter college or a trade school
2. Provide transportation through-out the school day to Longview High School and/or Kilgore College so that students may have the opportunities to take courses in which they are interested.	Classroom Teacher(s), Counselor(s), Principal			Formative - Number of students seeking dual credit courses
3. Encourage students to visit with the Career Specialist on campus to explore their educational options.		August 2016- June 2017		Formative - Number of students that visit the Career Support Specialist on LEGHS campus
4. Provide staff with resources for a Career Readiness class that will teach students life skills such as cursive writing, professional dress, and time management .	Classroom Teacher(s), Counselor(s), Principal	August 2016- June 2017		Formative - Student knowledge of acceptable behavior and attire in the workforce
5. Provide students with opportunities to speak with area business owners and human resource department directors	Counselor(s)	August 2016- June 2017		Formative - Career Fairs at LEGHS each semester
6. Provide students with opportunities to visit area college and universities	Counselor(s), Principal	August 2016- June 2017		Number of college/university campus visits College Fair at LEGHS
7. Provide students with a college fair at LEGHS	Counselor(s), Principal	August 2016- June 2017		Formative - College Fair 1st and 2nd semester

# Longview Early Graduation High School

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 2.** Expand comprehensive programs for Career and Technical Education (CTE) to serve 90%-100% of students that have indicated an interest in a chosen career via community connections, mentorship programs, and meaningful learning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage students to visit with the Career Specialist on campus to explore their educational options. (Target Group: All) (NCLB: 1,2,3,4,5)	Counselor(s), Principal	August 2016- June 2017		Formative - Number of students enrolled in CTE courses that receive a certification
2. Provide transportation to Longview High School and Kilgore College (Kilgore/Longview) to enroll in classes related to student career field interest.	Assistant Superintendent(s), Budget Committee, CTE Director, Principal	August 2016- June 2017		Formative - Number of students that seek dual credit opportunities
3. Continue to have partnerships and community connections so that information about the workforce can be communicated.	Counselor(s)	August 2016- June 2017		Formative - Career specialist continues to meet with community stakeholders

# Longview Early Graduation High School

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 3.** Increase the level of cooperation between the LHS CTE Department, Kilgore College, and Longview Early Graduation High School (LEAD).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a CTE teacher to LEGHS staff.	Assistant Superintendent(s), Budget Committee, CTE Director, Curriculum & Instruction Dept., Principal	August 016-June 2017		Formative - Students can receive other endorsements besides multidisciplinary studies
2. Provide transportation for students to Longview High School and Kilgore College to participate in CTE and dual credit courses.	Assistant Superintendent(s), CTE Director, Curriculum & Instruction Dept., Principal	August 2016- June 2017		Formative - Number of students seeking dual credit courses

# Longview Early Graduation High School

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 4.** Create opportunities for students to participate in workforce and college preparation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will take a college and career readiness class that prepares them for the workforce and college.	Classroom Teacher(s), Counselor(s), Principal	August 2016- June 2017		Formative - Student knowledge of the behaviors acceptable in the workforce

# Longview Early Graduation High School

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 5.** Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will incorporate life skills as well as college and career skills into the college readiness class.	Classroom Teacher(s), Counselor(s), Principal	August 2016- June 2017		Formative - Student knowledge regarding behaviors acceptable in the workforce

# Longview Early Graduation High School

**Goal 5.** Improve/Maintain District Grounds and Facilities

**Objective 1.** Create a culture for student involvement in the care and pride for grounds and facilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain grounds by keeping the grass cut and trash off the ground.	Asst. Supt. Admin. & Pupil Services, Budget Committee, Custodial Staff	August 2016- June 2017		Formative - Compliments from students, staff, and visitors
2. Allow students to receive community service hours by maintaining school grounds.	Classroom Teacher(s), Counselor(s)	August 2016- June 2017		Formative - Student empowerment and self pride



# Longview Early Graduation High School

**Goal 5.** Improve/Maintain District Grounds and Facilities

**Objective 2.** Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain communication with the district maintenance department.	Assistant Superintendent(s), Budget Committee	August 2016- June 2017		Formative - Grounds kept clean and functioning