



## Campus Improvement Plan

# LONGVIEW INDEPENDENT SCHOOL DISTRICT

## Longview High School 2016-2017

### Accountability Rating

Met Standard

### Distinction Designations

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness

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James Brewer, Head Administrator

201 East Tomlinson Parkway

Longview, TX 75605

903-663-1301

Fax: 903-663-7180

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# Background

The Longview 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 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 in \_\_\_\_\_.

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	960	50.00%	American Indian – Alaskan Native	5	0.26%
Male	960	50.00%	Asian	24	1.25%
			Black – African American	757	39.43%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	1	0.05%
Hispanic-Latino	643	33.49%	White	442	23.02%
			Two-or-More	48	2.50%

## Student by Program

## Other Student Information

Bilingual	0	0.00%	At-Risk	1,071	55.78%
English as a Second Language (ESL)	45	2.34%	Economically Disadvantaged	1,004	52.29%
Career and Technical Education (CTE)	1,698	88.44%	Title I Homeless	1	0.05%
Free Lunch Participation	919	47.86%	Immigrant	10	0.52%
Reduced Lunch Participation	85	4.43%	Limited English Proficient	73	3.80%
Other Economically Disadvantaged	0	0.00%	Migrant	1	0.05%
Gifted & Talented	162	8.44%	Military Connected	2	0.10%
Special Education (SPED)	185	9.64%	Foster Care	0	0.00%
Title I Participation	1	0.05%	CTE Single Parent/Pregnant Teen	7	0.36%
Dyslexia	51	2.66%	Section 504 (No Section 504 File for 2016)	0	0.00%

# Longview High School

## 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

Longview 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 High School Site Base

Name	Position
Brewer, James	Principal
Brown, Laurie	Parent
Buie, Linda	Dean of Instruction
Clark, Donna	Assistant Principal
Clynch-Guevara, Tabitha	Teacher
Coker, Beverly	Counselor
Gates, Isiah	Principal--Dade
Gomez-Pedroso, Antonio	Teacher
Goolsby, Michael	Senior Class President
Henderson, Lynne	Parent/Community Member
Hull, Jeff	Teacher
Lawson, Sophia	Parent
Love, Catina	District Representative
Milam, Sharon	Paraprofessional
Parker, Marsha	Business Manager
Peddireddy, Arjun	Student Council President
Scroggins, Lois	Teacher
Warren, Carolyn	Teacher
Williams, Carla	Assistant Principal

# Resource Allocations

Resource	Source	Amount
Carl Perkins Grant	Federal	
IDEA Special Education	Federal	
Special Education (Speech Therapy)	Federal	
Title I	Federal	
Title I - Focus Grant	Federal	
Title I-D	Federal	
Title I-Focus	Federal	
Title I-FTE	Federal	
Title II	Federal	
Title III Bilingual/ESL	Federal	
Instructional	Local	
TEKS Resource System	Local	
Atomic Learning	Other	
Campus Library	Other	
Computer Lab	Other	
District Benchmarks	Other	
District Staff Development	Other	
District Technology Plan	Other	
District Technology Staff Development	Other	
Employee AUP Agreement	Other	
Google Apps for Educators	Other	
Journals	Other	
Let's Talk About It	Other	
Library	Other	
LISD Technology Wiki	Other	
Manipulatives	Other	
Math Materials	Other	
Physical Fitness Equipment	Other	
Project Share	Other	

# Resource Allocations

Resource	Source	Amount
Region VII	Other	
Region VII ESC	Other	
Scantrons	Other	
STAAR Assessments	Other	
State Comp Ed (at campus level)	Other	
Subscription electronic databases	Other	
TEA Long Range Plan for Technology	Other	
TEKS Resources System	Other	
Title I (at campus level)	Other	
Local Funds	State	
SCE	State	
SCE-FTE	State	
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

### LONGVIEW H S (092903001) - LONGVIEW ISD

### Accountability Rating

**Met Standard**

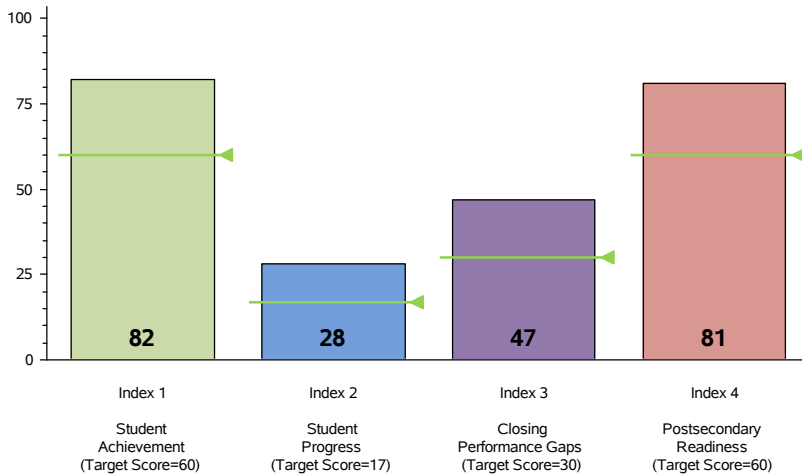
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2016, to receive a Met Standard 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>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics
<b>DISTINCTION EARNED</b>
Academic Achievement in Science
<b>DISTINCTION EARNED</b>
Academic Achievement in Social Studies
<b>DISTINCTION EARNED</b>
Top 25 Percent Student Progress
<b>DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps
<b>DISTINCTION EARNED</b>
Postsecondary Readiness
<b>DISTINCTION EARNED</b>

### Performance Index Report



### Campus Demographics

Campus Type	High School
Campus Size	2,039 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	58.9
Percent English Language Learners	6.1
Mobility Rate	12.0

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,986	2,412	82
2 - Student Progress	336	1,200	28
3 - Closing Performance Gaps	1,126	2,400	47
4 - Postsecondary Readiness			
STAAR Score	13.6		
Graduation Rate Score	24.0		
Graduation Plan Score	22.6		
Postsecondary Component Score	21.2		81

### System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	25 out of 27 = 93%
Participation Rates	15 out of 15 = 100%
Graduation Rates	5 out of 6 = 83%
<b>Total</b>	<b>45 out of 48 = 94%</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**  
LONGVIEW H S (092903001) - 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	Y	Y	Y	Y				Y	Y	N	N		6	8	75
Mathematics	Y	Y	Y	Y					Y		Y		6	6	100
Writing													0	0	
Science	Y	Y	Y	Y					Y	Y	Y		7	7	100
Social Studies	Y	Y	Y	Y					Y	Y			6	6	100
<b>Total</b>													<b>25</b>	<b>27</b>	<b>93</b>

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

<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y				Y	Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
<b>Total</b>													<b>15</b>	<b>15</b>	<b>100</b>

<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met	Y	Y	Y	Y					Y	N			5	6	83
Reason Code ***	a	a	a	a					a						
<b>Total</b>													<b>5</b>	<b>6</b>	<b>83</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** **45**    **48**    **94**

+ 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**  
 LONGVIEW H S (092903001) - 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	807	320	265	182	**	12	*	20	472	40	33	n/a
Total Tests	1,147	491	404	206	**	12	*	26	716	103	83	60
% at Level II Satisfactory Standard	70%	65%	66%	88%	100%	100%	*	77%	66%	39%	40%	n/a
<b>Mathematics</b>												
# at Level II Satisfactory Standard	259	115	97	37	*	*	*	7	185	14	35	n/a
Total Tests	297	134	109	44	*	*	*	7	216	22	43	29
% at Level II Satisfactory Standard	87%	86%	89%	84%	*	*	*	100%	86%	64%	81%	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	495	182	181	105	*	7	*	15	319	29	40	n/a
Total Tests	523	194	196	106	*	7	*	15	343	39	51	37
% at Level II Satisfactory Standard	95%	94%	92%	99%	*	100%	*	100%	93%	74%	78%	n/a
<b>Social Studies</b>												
# at Level II Satisfactory Standard	425	163	147	94	*	6	*	11	225	22	11	n/a
Total Tests	445	176	153	95	*	6	*	11	236	32	13	11
% at Level II Satisfactory Standard	96%	93%	96%	99%	*	100%	*	100%	95%	69%	85%	n/a
<b>Participation Rates</b>												
<b>Reading: 2015-2016 Assessments</b>												
Number Participating	1,238	509	461	216	**	14	*	26	790	109	n/a	125
Total Students	1,241	511	461	217	**	14	*	26	791	109	n/a	125
Participation Rate	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	n/a	100%
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	308	140	110	47	*	*	*	7	225	25	n/a	31
Total Students	309	141	110	47	*	*	*	7	226	25	n/a	31
Participation Rate	100%	99%	100%	100%	*	*	*	100%	100%	100%	n/a	100%

\* 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**  
LONGVIEW H S (092903001) - 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	381	150	131	89	-	5	-	6	167	29	15	n/a
Total in Class	390	153	133	93	-	5	-	6	173	34	15	15
Graduation Rate	97.7%	98.0%	98.5%	95.7%	-	100.0%	-	100.0%	96.5%	85.3%	100.0%	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	433	189	107	119	-	6	-	12	194	38	9	n/a
Total in Class	442	193	110	120	-	6	-	13	201	44	9	*
Graduation Rate	98.0%	97.9%	97.3%	99.2%	-	100.0%	-	92.3%	96.5%	86.4%	100.0%	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	433	189	107	119	-	6	-	12	194	38	9	n/a
Total in Class	442	193	110	120	-	6	-	13	201	44	9	*
Graduation Rate	98.0%	97.9%	97.3%	99.2%	-	100.0%	-	92.3%	96.5%	86.4%	100.0%	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

#### Demographics Strengths

1. Enrollment has increased over the past two years, moving Longview High School into 6A status.
2. Transfer students have increased over the past years.
3. Hispanic population has increased.
4. The special education population has decreased.
5. The mobility rate has declined.
6. 2015-2016 attendance rate topped the 97% mark.

### Demographics Weaknesses

#### Demographic Needs

1. Recruit support and involvement of parents of students identified at-risk.
2. Maintain current and accurate phone numbers and addresses of all students.

### Demographics Needs

#### Demographic Needs

1. Continue to recruit transfer students for LHS programs.
2. Increase attendance to 97%.
3. Increase involvement of parents of students identified at-risk.

### Demographics Summary

#### Demographic Summary

1. Enrollment has been maintained with increases during the last two school years.
2. Transfer students have increased.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

3. Continue to recruit transfer students for LHS programs.
4. Continue attendance at above 97%.
5. Increase involvement of parents of students identified at-risk.

## Student Achievement

### Student Achievement Strengths

#### Student Achievement Strengths

1. Campus Accountability Comparison Index Scores:  
Index 1: 2 Up 20 from 2015  
Index 2: 5 Up 24 from 2015  
Index 3: 4 Up 14 from 2015  
Index 4: 7 Up 2 from 2015
2. Data is disaggregated by grade, teacher, gender, ethnicity, economically disadvantaged, at risk, special education, and LEP.
3. Data is disaggregated by each question and testing objective.
4. Data is disaggregated by growth and non-growth.
5. Data is disaggregated by Phase-in 1 standards, Phase-in 2 standards, and Advanced Academic standards.
6. In biology and Algebra I the achievement gap among all populations is decreasing.
7. Data is disaggregated by quintile.
8. Distinctions not yet awarded.
9. Lowering the achievement gap among all populations.

### Student Achievement Weaknesses

1. Utilize services of Communities-in-Schools professional to work with at-risk students and parents.
2. Participate in 6-12 vertical teams to provide seamless instruction and increased performance on student achievement.
3. Initiate a student tutoring program where IB students have a class period to work with struggling students.

### Student Achievement Needs

# Comprehensive Needs Assessment

## Needs

1. Increase the passing rate for all students on the English I and II EOC tests.
2. Increase the number of students at the Level II passing standard on all five EOC tests: ELA I, ELA II, Biology, Algebra I, and U. S. History.
3. Increase the number of students at the Advanced Academic level on all five EOC tests: ELA I, ELA II, Biology, Algebra I, and U. S. History.
4. Improved performance of ELL, special education, and 504 students on all assessments.
5. Improved performance on AP and IB exams and papers.
6. Continue implementation of the Early College High School to move to sophomore students.
7. Utilize services of Communities-in-Schools professional to work with at-risk students and parents.
8. Initiate a student tutoring program where IB students have a class period available to work with struggling students.

## Student Achievement Summary

### Summary

1. Increase the passing rate for all students on the English I and II EOC tests.
2. Increase the number of students at the Level II passing standard on all five EOC tests: ELA I, ELA II, Biology, Algebra I, and U. S. History.
3. Increase the number of students at the Advanced Academic level on all five EOC tests: ELA I, ELA II, Biology, Algebra I, and U. S. History.
4. Improved performance of ELL, special education, and 504 students on all assessments.
5. Improved performance on AP and IB exams and papers.
6. Implement the Early College High School with incoming freshmen and sophomore students.

## School Culture and Climate

### School Culture and Climate Strengths

#### School Culture and Climate Strengths

1. Improved accountability scores indicate that students and staff are focused on student success.
2. Increased numbers in IB, AP, dual credit, and addition of Early College High School indicate that students and staff are focused on postsecondary readiness.
3. Constant announcement and focus on anti-bullying atmosphere on high school campus.
4. Decrease in number of discipline referrals.
5. Revise consequences on the progressive discipline plan on LHS campus.
6. Increase in number of student clubs and organizations that allow students opportunities to participate and be a part of school community.



# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

7. School-wide community service project--LIMBS
8. Monthly discipline meetings and discipline data disaggregation.
9. Celebrate 2015-2016 academic successes.

## School Culture and Climate Weaknesses

### School Culture and Climate Weaknesses

1. Continue to reinforce positive accomplishments of all students, especially those identified as at-risk.
2. Recognize and give positive feedback for staff members on campus.
3. Reinforce collegiality and professional learning communities on campus.
4. Increase the number of at-risk students in clubs and organizations.

## School Culture and Climate Needs

### School Culture and Climate Needs

1. Continue to reinforce positive accomplishments of all students, especially those identified as at-risk.
2. Recognize and give positive feedback for staff members on campus.
3. Reinforce collegiality and professional learning communities on campus.
4. Increase the number of at-risk students in clubs and organizations.

## School Culture and Climate Summary

1. Focus on positive accomplishments of both students and faculty.
2. Continue to publicize individual and school successes in the Longview Voice.

## Staff Quality, Recruitment and Retention

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths

### Strengths

- Reduction in staff turnover for this past year.
- Host monthly staff functions to improve collegiality.
- Continued use of instructional specialists to foster instruction among high school and three middle schools.
- Continued training for staff.

## Staff Quality, Recruitment and Retention Weaknesses

### Weaknesses

- Continue to reduce teacher turnover.
- Provide needed assistance to teachers in need of help.
- Continue improved staff communication.

## Staff Quality, Recruitment and Retention Needs

### Priorities

1. Provide needed and required training for staff members.
2. Hire teachers with Master's Degrees for positions in the Early College High school.
3. Ensure all teachers of students identified as gifted and talented have appropriate G/T training.
4. Continue SIOP training for all teachers with a focus on the core teachers.
5. Provide PLC training for all teachers.
6. Continue IB and AP training for IB and AP teachers as well as training for PreAP and International Scholars teachers.

## Staff Quality, Recruitment and Retention Summary

### Summary

1. Provide needed and required training for staff members.
2. Hire teachers with Master's Degrees for positions in the Early College High school.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

3. Ensure all teachers of students identified as gifted and talented have appropriate G/T training.
4. Continue SLOP training for all teachers with a focus on the core teachers.
5. Provide PLC training for all teachers.
6. Continue IB and AP training for IB and AP teachers as well as training for PreAP and International Scholars teachers.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

#### Curriculum, Instruction, and Assessment Strengths

1. Campus Accountability Comparison Index Scores:  
Index 1: 2 Up 20 from 2015  
Index 2: 5 Up 24 from 2015  
Index 3: 4 Up 14 from 2015  
Index 4: 7 Up 2 from 2015
2. Improved ELA I, ELA II, Biology, Algebra I, and U. S. History scores.
3. System in place for 3-week common assessment and data disaggregation and post testing.
4. Curriculum teaming for all core subject areas.
5. Grades 6—12 instructional specialists for four core subjects and special education.
6. Continuation of Lang walk-throughs and teacher conferences.
7. Continuation of Early College High School.
8. Implementation of Foundation classes and double blocked classes for struggling ninth grade students.
9. Procedures in place for AP and IB testing.
10. Access to TEKS Resource S

### Curriculum, Instruction and Assessment Weaknesses

#### Reading

- Improve scores for all students on the ELA I and II tests.
- Increase number of students scoring at Phase-In II on the ELA test and number of students scoring at the Advanced Academic level.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses (Continued)

- Establish a foundation curriculum for those incoming 9th grade students who did not achieve success on the 8th grade reading and math tests.
- Utilize expertise of English instructional specialist for ELA needs.
- Foster English vertical teams on Grades 6—12.
- Target vocabulary development.
- Provide targeted staff development for English teachers.
- Continue SIOP training for core teachers. Science
- Increase number of students scoring at Phase-In II on the biology EOC test and number of students scoring at the Advanced Academic level.
- Increase percentage of time dedicated to labs and demonstration activities.
- Target science vocabulary.
- Foster social science vertical teams on Grades 6—12.
- Utilize expertise of science instructional specialist for social studies needs.
- Continue expertise of science consultant.

### Writing

- Improve scores on the writing sections of the English EOC I and II, with an increased number of students scoring at Phase-In II and scoring at the Advanced Academic level.
- Provide targeted writing staff development for English teachers.
- Provide multiple opportunities for students to write in a variety of ways.
- Develop a comprehensive plan for writing.
- Incorporate writing into other core subjects.
- Continue SIOP training for core teachers. Social Studies
- Increase number of students scoring at Phase-In II on the U. S. History EOC test and number of students scoring at the Advanced Academic level.
- Utilize expertise of social studies instructional specialist for social studies needs.
- Foster social studies vertical teams on Grades 6—12.

### Math

- Increase the number of students that meet Level II and the number of students that achieve Advanced Academic on the Algebra I test.
- Target math vocabulary.
- Provide acceleration opportunities for student previously unsuccessful on the Algebra I EOC.
- Utilize expertise of math instructional specialist for social studies needs.
- Foster math vertical teams on Grades 6—12.
- Continue expertise of math consultant. ELL
- Continue SIOP training for core teachers.
- Monitor performance of ELL students on common assessments.
- Provide Foundation level classes for ELL students not demonstrating proficiency on 8th grade STAAR tests.
- Increase number of ELL students demonstrating master in the Phase-In II level on the EOC tests through intense data analysis, targeted tutorials, and teaching planning.

### Special ed.

- Utilize expertise of special education instructional specialist to provide training and monitor classroom instruction. Advanced Academics
- Ensure all core teachers have required G/T training.
- Continue appropriate IB and AP trainings.
- Include student contracts for IB, AP, and Early College High School students.
- Monitor constantly the performance of students in IB, AP, and Early College High School classes.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses (Continued)

### Career and Technology

- Ensure all 9th and 10th grade students have graduation plans that include endorsements.
- Ensure adequate numbers of males and females are enrolled in non-traditional CATE classes.
- Add emergency services training to CATE classes.
- Ensure all students are enrolled in classes that feed into their endorsement selection and future career choices. Counseling & College and Career Readiness
- Foster a learning environment promoting post-high school readiness to include curriculum and instruction, school activities, and parent understanding.
- Implement College Readiness Board recommendations for all students.
- Create the new Early College High School for incoming 9th grade students who meet the criteria.
- Enroll all 9th grade Early College High School students into PreAP classes.
- Provide constant opportunities for college awareness and career readiness.
- Continue Work-Keys program.

## Curriculum, Instruction and Assessment Needs

### Needs

1. Increase the passing rate for all students on the English I and II EOC tests.
2. Increase the number of students at the Level II passing standard on all five EOC tests: ELA I, ELA II, Biology, Algebra I, and U. S. History.
3. Increase the number of students at the Advanced Academic level on all five EOC tests: ELA I, ELA II, Biology, Algebra I, and U. S. History.
4. Improved performance of ELL, special education, and 504 students on all assessments.
5. Improved performance on AP and IB exams and papers.
6. Continue the Early College High School with freshman and sophomore students.

## Curriculum, Instruction and Assessment Summary

### Summary

1. Increase the passing rate for all students on the English I and II EOC tests.
2. Increase the number of students at the Level II passing standard on all five EOC tests: ELA I, ELA II, Biology, Algebra I, and U. S. History.
3. Increase the number of students at the Advanced Academic level on all five EOC tests: ELA I, ELA II, Biology, Algebra I, and U. S. History.
4. Improved performance of ELL, special education, and 504 students on all assessments.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

5. Improved performance on AP and IB exams and papers.
6. Continue the Early College High School with incoming freshmen and sophomore students.

## Family and Community Involvement

### Family and Community Involvement Strengths

#### Family and Community Involvement Strengths

- College Readiness Board
- Computer access to grades, etc., for parents
- Strong alliance with GLOBE
- Continue 9th grade celebrations
- Junior Achievement
- Continued meetings with NAACP.
- Conduct individual student and parent meetings with incoming 9th graders.
- Encourage all teachers to have a website and post calendars online.
- \* Host two parent conference days on the LHS campus.
- \* Continue alliance with the Communities-in-Schools program.

### Family and Community Involvement Weaknesses

#### Family and Community Involvement Weaknesses

- Need more involvement with parents of at-risk students.
- Translate all materials into Spanish.
- \* Need updated address and phone list for current students.

### Family and Community Involvement Needs

# Comprehensive Needs Assessment

## Family and Community Involvement Needs (Continued)

### Family and Community Involvement Needs

- Need more involvement with parents of at-risk students.
- Translate all materials into Spanish.
- Develop more community partnerships.
- Publicize more positive activities of high school.
- \* Utilize the Longview Voice to promote accomplishments.

## Family and Community Involvement Summary

### Priorities

1. Improve communication with all stakeholders.
2. Increase the number of community partnerships.
3. Increase involvement of parents of at-risk students.
4. Increase positive publicity.

## School Context and Organization

### School Context and Organization Strengths

#### School Context and Organization Strengths

1. The majority of core teams have common planning periods.
2. The implementation of Lobo Learning Communities campus-wide.
3. Students not demonstrating academic success have built-in systems in place to accelerate their progress: foundation classes for 9th grade students, double blocking for students who passed on the second attempt, EOC classes for 10th grade students, EOC acceleration classes for remediation.
4. All campus personnel are invited to participate on the Campus Improvement Team.
5. Frequent administrative meetings to keep administration apprised of current concerns.

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

6. Multiple parent booster clubs for parent participation.
7. Constant parent phone calls—both for student success and concern.
8. Teacher phone logs
9. Increased number of transfer students into Longview High School.
10. One administrator assigned to each core subject area.
11. Increased performance in post secondary readiness.
12. Increased collegiality among Lobo Learning Communities.
13. Focus on increased staff interaction.
14. Implementation of Let's Talk communication system.
15. Increased participation in the IB, AP, dual credit, and Early College High School programs.
16. Expertise of the five instructional specialists to provide needed support to core areas.

## School Context and Organization Weaknesses

School Context and Organization  
Weaknesses

1. Increase the participation of parents of students identified as at-risk.
2. Continue to foster communication among staff members.
3. Secure current phone numbers and addresses of all students/parents.
4. Increase awareness of postsecondary opportunities for all students.

## School Context and Organization Needs

School Context and Organization  
Needs

1. Increase the participation of parents of students identified as at-risk.
2. Continue to foster communication among staff members.
3. Secure current phone numbers and addresses of all students/parents.
4. Increase awareness of postsecondary opportunities for all students.

## School Context and Organization Summary



# Comprehensive Needs Assessment

The majority of core teams have common planning periods.

2. The implementation of Lobo Learning Communities campus-wide.
  3. Students not demonstrating academic success have built-in systems in place to accelerate their progress: foundation classes for 9th grade students, EOC classes for 10th grade students, EOC acceleration classes for remediation.
  4. All campus personnel are invited to participate on the Campus Improvement Team.
  5. Frequent administrative meetings to keep administration apprised of current concerns.
  6. Multiple parent booster clubs for parent participation.
  7. Constant parent phone calls—both for student success and concern.
  8. Teacher phone logs
  9. Increased number of transfer students into Longview High School.
  10. One administrator assigned to each core subject area.
  11. Increased performance in post secondary readiness.
  12. Increased collegiality among Lobo Learning Communities.
  13. Focus on increased staff interaction.
  14. Implementation of Let's Talk communication system.
  15. Increased participation in the IB, AP, dual credit, and Early College High School programs.
  16. Expertise of the five instructional specialists to provide needed support to core areas.
1. Increase the participation of parents of students identified as at-risk.
  2. Continue to foster communication among staff members.
  3. Secure current phone numbers and addresses of all students/parents.
  4. Increase awareness of postsecondary opportunities for all students.

## Technology

### Technology Strengths

#### Strengths

- Continue the BYOD policy.
- Continue the district-wide technology proficiency trainings.
- E-Readers and online texts.
- Textbook training for online resources.
- Increased focus on technology integration in walk-throughs.

### Technology Weaknesses

# Comprehensive Needs Assessment

## Technology Weaknesses (Continued)

### Weaknesses

- Incorporate more real-world learning skills into technology-based instruction.
- Continue to incorporate a variety of technology skills into classroom instruction.
- Incorporate more student-produced technology assignments.
- Provide more teacher training on various applications.

## Technology Needs

### Priorities

1. Increased incorporation of technology-based instruction for students.
2. Continued training for staff on all aspects of technology.
3. Focused planning for integrating technology into instruction.
4. Ensure teachers using the new math and social studies textbooks have the appropriate training for the technology components.

## Technology Summary

### Summary

1. Increased incorporation of technology-based instruction for students.
2. Continued training for staff on all aspects of technology.
3. Focused planning for integrating technology into instruction.
4. Ensure teachers using the new math and social studies textbooks have the appropriate training for the technology components.

# Comprehensive Needs Assessment Data Sources

ACT/SAT Data  
Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
District Policies  
DMAC  
Drop-out Rates  
Expulsion/Suspension Records  
Failure Lists  
Federal Program Guidelines  
Graduation Records  
Highly Qualified Staff  
Homeless Students  
Mobility Rates  
Multi-Year Trends  
OnDataSuite  
Parent Participation  
Parental Involvement Policy  
PEIMS Reports  
Promotion/Retention Rates  
Report Card Grades  
Safe Schools Checklist  
SCE Policy  
Semester Exam Grades  
Special Programs Evaluations  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents  
Teacher Turnover Rates

# Comprehensive Needs Assessment

TSDS

# Longview 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. 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. (Title I SW: 5) (Target Group: All) (NCLB: 3)	Dean of Instruction	October 2016		* Attendance at the preview day at Longview High School * Increased numbers of student teacher placements.
2. Visit college and university recruitment days/fairs to seek out Highly Qualified teachers. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Dean of Instruction, Deputy Supt. HR & Community Relations, Personnel Director	Spring 2017	(S)Local Funds	Formative - Number of recruitment events attended.
3. Send copies of the Longview Voice to area universities and departments of education at each school. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Deputy Supt. HR & Community Relations	Beginning August 2016	(S)Local Funds	Formative - List of mailings of the Longview Voice to surrounding colleges and universities.

# Longview 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. 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. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Dean of Instruction, Principal	October 2016		Attendance logs of information days held at Longview High School.
2. Visit college and university recruitment days/fairs to seek out Highly Qualified teachers. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Dean of Instruction, Deputy Supt. HR & Community Relations, Director of CATE, Principal	Spring 2017	(S)Local Funds	Number of recruitment fairs attended.
3. Invite students enrolled in education programs at Texas college and universities to visit classrooms, attend extracurricular events, and tutor students at Longview High School. Example: Have a LeTourneau University education school night at a Longview football game. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Club Sponsors, Deputy Supt. HR & Community Relations	Begin September 2016	(S)Local Funds	Number of events attended or days visited by education students.
4. Continue dual credit opportunities with LeTourneau University to encourage placement of student teachers at Longview High School. (Title I SW: 10) (Target Group: All) (NCLB: 5)	Assistant Principal(s), CTE Director, Director of CATE	Begin August 2016	(F)Carl Perkins Grant, (S)Local Funds	Number of student teachers placed from LeTourneau University.

# Longview 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. 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, 2016-2017 Technology Proficiency with Google apps., SIOP, positive classroom management strategies. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Campus Instructional Technologist, Curriculum & Instruction Dept., Dean of Instruction, Lead Teacher, Teacher(s)	Begin August 2016	(F)Title I, (F)Title III Bilingual/ESL, (S)Local Funds, (S)SCE	Review of staff development plan and sign in sheets for provided staff development
2. Determine staff development plans for individual faculty members based on self-improvement administrator-recommended implementation and post conferences for the T-TESS. (Title I SW: 3,5) (NCLB: 3)	Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Department Heads, Instructional Specialist, Principal	Begin Mid-September		Review of individual staff development plans and steps for implementation.
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. (Title I SW: 3,5) (Target Group: All) (NCLB: 3)	Dean of Instruction	August 2016		Sign in sheets and implementation observations.
4. Continue training for IB staff members: new teachers, Category 2 and 3 trainings for returning teachers. Begin training rotation for International Scholars teachers. (Target Group: 9th, 10th, 11th, 12th)	Dean of Instruction	Begin August 2016	(S)Local Funds	Training roster and plan
5. Register AP teachers for AP training in the fall of 2016 and summer of 2017 to improve quality and rigor of AP instruction. (Title I SW: 3) (Target Group: 10th, 11th, 12th)	Dean of Instruction, Teacher(s)	October 2016, Summer 2017	(S)Local Funds	Training certificates and improved instruction
6. Hire teachers with Master's degrees to fill vacated positions with the goal of having those educators teach dual credit classes. (Title I SW: 3) (Target Group: All)	Assistant Principal(s), Principal	Spring 2017	(F)Carl Perkins Grant, (S)Local Funds	Number of teachers with Master's degrees hired.

# Longview 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
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. (Title I SW: 3,4) (Target Group: All)	Assistant Principal(s), Dean of Instruction, Principal	Recruit--spring 2017; training--ongoing	(S)Local Funds, (S)SCE-FTE	Number of teachers hired and staff development logs
8. Finalize enrollment numbers for class scheduling in early spring in order to facilitate accurate numbers of staffing purposes. (Target Group: All)	Assistant Principal(s), Counselor(s)	January 2017		Accurate staffing to meet school needs
9. Ensure that all teachers have a copy of the faculty handbook--either a hard copy or online copy.	Principal	August 2016		100% of teachers have the handbook
10. Ensure that all teachers of gifted and talented students have the required G/T training. (Target Group: GT)	Assistant Principal(s), Dean of Instruction	Begin Fall 2016	(S)Local Funds	100% of identified teachers have the training.



# Longview 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. 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. (Title I SW: 3,4,5) (NCLB: 3)	Dean of Instruction	August 2016	(S)Local Funds	Formative - TXBESS Mentor documentation forms. Sign in sheets for TXBESS meetings
2. Conduct monthly teacher appreciation activities to recognize teachers. (Target Group: All) (NCLB: 3)	Assistant Principal(s), Dean of Instruction, Principal, PTA	Monthly	(S)Local Funds	Formative - List of monthly appreciation activities
3. Improve staff communication through newsletters, meetings, and celebrations. (Target Group: All) (NCLB: 3)	Assistant Principal(s), Dean of Instruction, Principal	Ongoing	(S)Local Funds	Formative - Portfolio of activities
4. Continue subject area planning meetings to provide support for new teachers. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Classroom Teacher(s), Core Subject Teachers, Dean of Instruction, Instructional Specialist, Lead Teacher	Begin Augusts 2016--ongoing		Formative - Planning agendas
5. Encourage staff members to participate and/or attend extra-curricular events and activities.	Assistant Principal(s), Club Sponsors, Principal, PTA	Begin August		Formative -
6. Provide needed and requisite trainings for staff members in order to create high-performing teachers and alleviate frustration. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Dean of Instruction, Instructional Specialist, Lead Teacher	Begin September 2016	(S)Local Funds	Formative - Staff development records
7. Host monthly new teacher lunches or breakfasts as a venue for new teachers to ask questions and bond with other staff members. (NCLB: 3)	Dean of Instruction	Begin September-monthly	(S)Local Funds	Reduced turnover rate for 2017-2018.

# Longview 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. Double block students who passed the STAAR reading and/or math on the second attempt into English I and Algebra I classes so that those students will have daily instruction. (Title I SW: 1,3,5) (Target Group: All, 9th) (NCLB: 1,5)	Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Instructional Specialist, Lead Teacher	August 2016	(S)Local Funds	Formative - Class schedules of double-blocked classes.
2. Enroll students not successful on the STAAR reading and math tests into Foundation classes in the 9th grade: Pre-Algebra, Creative Writing, Read 180, and IPC. (Title I SW: 1,3,5) (Target Group: AtRisk, 9th) (NCLB: 1,5)	Assistant Principal(s), Counselor(s)	August 2016	(S)SCE	Formative - Attendance rosters for Foundation classes.
3. 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 walk-throughs or a series of walk-throughs. (Title I SW: 1) (Target Group: All) (NCLB: 1,4,5)	Assistant Principal(s), Dean of Instruction, Instructional Specialist, Principal	Begin August 2016		Walk-through logs and data
4. Continue the lead teacher configuration for core subjects to foster planning, improved instruction, and assessment. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2,4)	Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Instructional Specialist, Lead Teacher	begin August 2016		Meeting agendas
5. Utilize TEKS Resource System as a support in developing curricula in all subject areas. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Core Subject Teachers, Curriculum & Instruction Dept., Dean of Instruction, Department Heads, Instructional Specialist, Lead Teacher, LHS Staff	Begin August 2016	(O)TEKS Resources System	Formative - Year-at-a-Glances, Instructional Focus Documents, lesson plans
6. Provide systemic staff development for English teachers to strengthen instruction and build a bank of strategies with a special focus on writing. (Title I SW: 3,4) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Curriculum & Instruction Dept., Dean of Instruction, Instructional Specialist, Lead Teacher	Begin August 2016		Formative - Staff development sign in sheets

# Longview 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
7. Focus on the use of classroom technology, computer labs, and other technologies to integrate technology application standards into all content areas. Focus on 21st Learning technology goals. (Target Group: All) (NCLB: 5)	Assistant Principal(s), Campus Instructional Technologist, Dean of Instruction, Director of Technology, Instructional Specialist, Teacher(s), Technology Staff		(F)Carl Perkins Grant, (L)Instructional, (O)Computer Lab, (O)District Staff Development, (O)District Technology Plan, (O)LISD Technology Wiki, (O)TEA Long Range Plan for Technology	Lesson plans Technology training sign in sheets
8. Continue partnerships with LeTourneau University and Kilgore College to provide degree plan options for students in the Early College High School. (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Assistant Principal(s), CTE Director	Begin August 2016	(F)Carl Perkins Grant, (S)Local Funds	Number of courses and degree plans offered through the colleges.
9. 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 (Title I SW: 3,5) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Dean of Instruction, Instructional Specialist, Lead Teacher, Teacher(s)			Lesson Plans Walk-through Observations
10. Continue Dr. Gaye Lang training for improved classroom instruction and focused data analysis. (Target Group: All)	Assistant Principal(s), Lead Teacher	Begin August 2016		Walk-through data and data talk agendas
11. Continue journaling in four core areas to focus on key concepts, vocabulary, and test taking strategies. (Target Group: All)	Assistant Principal(s), Instructional Specialist, Lead Teacher, Teacher(s)	Begin first week of school	(S)Local Funds	Journal checks
12. Collaborate with four instructional specialists to work in the following areas: social studies, English, math, and special education. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Specialist, Lead Teacher	Begin August 2016	(S)Local Funds	Formative - Meeting and training agendas
13. Demonstrate model lessons utilizing technology--lessons which reflect higher order thinking skills. Utilize instructional specialists for leadership. (Target Group: All)	Assistant Principal(s), Campus Instructional Technologist, Dean of Instruction, Lead Teacher	Begin Fall 2016	(L)Instructional, (O)District Technology Staff Development	Improved use of technology in the classrooms.

# Longview 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
14. Schedule students not successful on the EOC tests into EOC classes as needed. (Title I SW: 3) (Target Group: AtRisk) (NCLB: 1,5)	Assistant Principal(s), Counselor(s)	August 2016	(S)SCE-FTE	Percent of students scheduled into EOC classes.
15. Establish parent contact with students--especially with parents of students who are struggling. (Target Group: All, AtRisk) (NCLB: 1,5)	Counselor(s), Teacher(s)	Begin August 2016		Parent contact logs
16. Conduct walk-throughs on all teachers. (Target Group: All) (NCLB: 3)	Assistant Principal(s), Principal	Begin August 2016		Walk-through logs

# Longview 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. Continue partnership of teachers and the attendance team to alleviate chronic absenteeism and truancy. (Target Group: All)	Assistant Principal(s), Counselor(s), Teacher(s)	August 2016		Formative - 2016-2017 attendance will exceed the required 97%.
2. Conduct attendance raffles to encourage student attendance. (Target Group: 9th, 10th, 11th, 12th)	Assistant Principal(s), Counselor(s), Principal	Every six weeks	(S)Local Funds	Monthly attendance percentages
3. Require teachers to make parent contact when a student has been absent for two consecutive classes or frequent absences. (Title I SW: 6,9) (Target Group: 9th, 10th, 11th, 12th)	Teacher(s)	Begin August		Increased attendance
4. Monitor yearly cohorts at regular intervals to monitor dropouts and potential dropouts. (Target Group: AtRisk)	Assistant Principal(s), Principal	Fall 2016		Lowered percentage of dropouts
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.	School Nurse	Begin fall 2016	(S)Local Funds	Formative - Decreased absenteeism due to illness
6. Encourage flu shots for students and faculty. Administer flu shots to employees on campus. (Target Group: All)	Principal, School Nurse	October 2016	(S)Local Funds	Decreased absenteeism due to flu
7. Exempt students from semester exams based upon attendance and grades. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	December 2016, May 2017		Improved student attendance
8. Inform parents of attendance regulations in accordance with the law. (Target Group: All)	Assistant Principal(s), Asst. Supt. Admin. & Pupil Services, Principal	Begin August 2016		improved student attendance
9. 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. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Begin August 2016		Eliminate bullying
10. GET THE DISTRICT ATTENDANCE TROPHY!!!	Assistant Principal(s), Counselor(s), Dean of Instruction, Principal, Teacher(s)	Begin August 2016		THE TROPHY!!!!

# Longview 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. Continue 3-week common assessments in five tested subjects. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Specialist, Lead Teacher	Begin September 2016	(O)Scantrons	Common assessment calendar (orange folder)
2. Hold 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. (Target Group: All, H, W, ECD, ESL, SPED) (NCLB: 1)	Assistant Principal(s), Instructional Specialist, Lead Teacher, Teacher(s)	Begin September 2016		Data conversation agendas Test results
3. 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 walk-throughs or a series of walk-throughs. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Dean of Instruction, Instructional Specialist	Begin first week of school		Walk-through tallies
4. Enroll students not successful on the 8th STAAR reading and math tests into Foundation classes in the 9th grade: Pre-Algebra, Creative Writing, Read 180, and IPC. (Target Group: AtRisk) (NCLB: 1)	Assistant Principal(s), Counselor(s)	August 2016	(S)Local Funds, (S)SCE-FTE	Roll sheets
5. Enroll students previously unsuccessful on the EOC into EOC classes. (Target Group: AtRisk) (NCLB: 1)	Assistant Principal(s), Counselor(s)	August 2016	(S)SCE-FTE	Roll sheets
6. Reinvigorate the 9th Grade 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. (Target Group: AtRisk) (NCLB: 1)	Assistant Principal(s), Principal	August 2016	(S)Local Funds	Formative - Academic success of 9th grade students. Discipline logs.

# Longview 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
7. Continue 9th grade celebrations with a renewed focus on students identified as at-risk to improve student performance and increase levels of performance. (Target Group: 9th) (NCLB: 5)	Assistant Principal(s), Counselor(s), Principal	Each six weeks	(S)Local Funds	Formative - Program agendas and number of students recognized
8. Conduct tutorials in all classes from 7:40 until 8:05 on Tuesday, Wednesday, and Thursday mornings. (Target Group: 9th, 10th, 11th, 12th) (NCLB: 1)	Assistant Principal(s), Dean of Instruction, Teacher(s)	Begin August 2016	(S)Local Funds	Formative - Tutorial sign in sheets
9. Implement rigorous Rtl 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. (Target Group: AtRisk) (NCLB: 1,4)	Assistant Principal(s), Counselor(s), Rtl Team, Teacher(s)	Begin August 2016		Improved student performance
10. Double block students who passed the STAAR reading and/or math on the second attempt into English I and Algebra I classes so that those students will have daily instruction. (Target Group: AtRisk) (NCLB: 1,5)	Assistant Principal(s), Counselor(s)	August 2016		Schedules of double-blocked classes
11. Make parent contacts on students who are at-risk of failure. (Target Group: AtRisk) (NCLB: 1)	Assistant Principal(s), Counselor(s), Teacher(s)	Begin August 2016		Parent contact logs
12. Conduct grade level meetings to emphasize the importance of the EOC tests for students and their graduation. (Target Group: All, 9th, 10th, 11th) (NCLB: 1,5)	Assistant Principal(s), Dean of Instruction, Principal	January-February 2017		Improved scores
13. Analyze common assessment data and spiral back into the curriculum those objectives over which the students performed the lowest. (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Core Subject Teachers, Lead Teacher	After each 3-week common assessment	(O)District Benchmarks	Improved performance on lower objectives
14. Conduct after school biology blitzes prior to each common assessment. (Target Group: All, 9th, 10th, 11th, 12th) (NCLB: 1,5)	Assistant Principal(s), Instructional Specialist, Lead Teacher, Teacher(s)	Prior to each common assessment	(S)Local Funds	Formative - Improved performance on common assessments

# Longview 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
15. Use the services of the Community-in-Schools representative to work with students identified as at-risk and with their parents. (Target Group: AtRisk) (NCLB: 1,5)	Assistant Principal(s), Principal, Teacher(s)	August 2016	(S)Local Funds	Formative - Number of students referred
16. Conduct Saturday EOC reviews for advanced students to increase the number of students scoring advanced academic on EOC tests. (Target Group: 9th, 10th, 11th)	Dean of Instruction, Teacher(s)	February and April	(S)Local Funds	Formative - Tutorial sign in sheets
17. Provide the most optimal testing conditions possible during state testing. (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Classroom Teacher(s), Dean of Instruction, Director of Special Education, ESL Teacher, Instructional Specialist, LHS Staff	During each testing cycle	(S)Local Funds	Improved testing conditions
18. Develop IEPs in all state tested subjects for all students who are unsuccessful in class and/or on common assessments. (Target Group: AtRisk) (NCLB: 1,5)	Assistant Principal(s), Core Subject Teachers	After 1st common assessment		Developed IEPs.
19. Encourage teachers to build with relationships with students, especially students who are at-risk and need additional support. (NCLB: 1,2,4,5)	Teacher(s)	Begin August 2016		Increased student performance



# Longview 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. Continue implementation of language objectives into lesson planning and classroom instruction. (Target Group: All, LEP, SPED)	Assistant Principal(s), Dean of Instruction, Lead Teacher, Teacher(s)	Begin August 2016		Formative - Language objectives posted and implemented.
2. Schedule special education inclusion teachers into classrooms of core teachers who have students identified as special education. Have inclusion teachers attend weekly subject area planning meetings. (Title I SW: 3,4) (Target Group: SPED)	Assistant Principal(s), Lead Teacher, Special Ed Teachers	Begin August 2016	(S)Local Funds	Formative -
3. Utilize Response to Intervention (Rtl) to provide needed accommodations for students and provide focused training for staff members: administrators, teachers, counselors. (Target Group: AtRisk)	Assistant Principal(s), Teacher(s)	Begin August 2016		Summative - All students referred for Rtl services receive designated accommodations and their performance improves
4. Review and update all accommodations for students identified as 504, ensure that teachers are providing accommodations, and provide focused training for all staff members. (Target Group: 9th, 10th, 11th, 12th)	Assistant Principal(s), Counselor(s), Teacher(s)	Begin August 2016		100% of 504 folders will be reviewed.
5. Train and include all SE inclusion teachers in all aspects of the curricula: data disaggregation, accountability, team planning, and data discussion. (Target Group: SPED)	Assistant Principal(s), Instructional Specialist, Lead Teacher, Special Ed Teachers, Teacher(s)	ongoing	(F)IDEA Special Education	Formative - 100% participation by SE inclusion teachers in all aspects of planning.
6. Hold inclusion teachers accountable for disaggregating data for students identified as special education after each common assessment and the EOC post test. (Target Group: SPED)	Assistant Principal(s), Special Ed Teachers	After each common assessment		Disaggregated data after each assessment
7. Provide staff development to teachers on meeting the needs of students identified as special education, 504, etc. (Target Group: SPED)	Assistant Principal(s), Curriculum & Instruction Dept., Executive Director of Special Programs, Special Ed Teachers, Teacher(s)	ongoing	(F)IDEA Special Education	Formative - Improved performance of identified students

# Longview 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
8. Continue to train teachers in SIOP with a special focus on new teachers and core teachers.	Assistant Principal(s), Dean of Instruction, District Bilingual Department	First offered SIOP training	(F)Title III Bilingual/ESL	Number of teachers trained
9. Ensure that all students are assigned to the appropriate EOC test for their performance levels: EOC, EOC Accommodated, oral, etc., and that the appropriate accommodations are provided on EOC tests. (Target Group: SPED, Dys)	Assistant Principal(s), Counselor(s), Special Ed Teachers	Fall 2016		100% of students will receive the correct test and accommodations.
10. Utilize the LAPP program to keep student parents and pregnant students in school and on target for graduation.	Dean of Instruction, School Nurse	As needed	(S)Local Funds	100% of students needed LAPP services will receive them.
11. Translate information concerning graduation and endorsements into Spanish to ensure that LEP students and their parents understand the requirements. (Target Group: ESL, LEP)	Assistant Principal(s), Counselor(s), District Bilingual Department	Begin Fall 2016	(F)Title III Bilingual/ESL	100% of information will be translated.
12. Encourage the involvement of LEP, SE, and CATE students into extracurricular activities. (Target Group: LEP, SPED, CTE)	Club Sponsors, Special Ed Teachers, Teacher(s), UIL Coordinator	Begin Fall 2016		Increased number of students in extracurricular activities
13. Utilize Test Hound for testing accommodations accuracy; information to be entered by the appropriate supervisor.	Assistant Principal(s), Dyslexia Teacher, Rtl Team, Special Ed Teachers	Begin fall testing	(S)Local Funds	Formative - 100% of students will have appropriate accommodations.
14. Utilize the expertise of special education instructional specialists to plan with teachers and monitor instruction in the classroom.	Assistant Principal(s), Instructional Specialist, Principal	begin august 2016	(F)IDEA Special Education	Formative - Increased scores and success by students identified as special education
15. Improve reading scores of LEP students and special education students through focused data analysis, targeted instruction on specific objectives, pullout instruction, and tutorials. (Target Group: LEP, SPED) (NCLB: 1,5)	Assistant Principal(s), Core Subject Teachers, Director of Special Education, Instructional Specialist, Lead Teacher	Begin September 2016	(F)IDEA Special Education, (F)Title III Bilingual/ESL, (S)Local Funds, (S)SCE	Improved scores of LEP and SE students.

# Longview 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. Continue active recruitment for the International Baccalaureate Programme. Host multiple informational meetings,				
2. Administer for the second straight year 300 ACT tests during the school day. Include in the testing all seniors who have not taken a college entrance exam and then add junior students. (Target Group: 11th, 12th)	Counselor(s), Dean of Instruction	March 2017	(S)Local Funds	Formative - All 300 tests administered.
3. Continue second year of Early College High School. Enroll students in suitable dual credit courses for both the ninth and tenth grade years. (Target Group: 9th, 10th)	Assistant Principal(s), Counselor(s)	August 2016	(F)Carl Perkins Grant, (S)Local Funds	Course list and enrollment lists.
4. Continue to enroll ninth graders into TSI and ACT preparation classes as a part of their nine-period block schedule. (Target Group: 9th)	Counselor(s)	Summer 2016	(S)Local Funds	Number of students enrolled in classes.
5. Continue to offer ACT and SAT preparation classes after school and on Saturdays prior to scheduled tests. (Target Group: 11th, 12th)	Dean of Instruction	Before selected testing cycle		Number of students attending
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. (Target Group: 11th)	Counselor(s), Dean of Instruction	June, September, October 2016		Number of students in training
7. Host LOBO University parent information meetings to include topics such as PSAT, SAT/ACT, college application process, FAFSA, etc., (Title I SW: 6) (Target Group: 10th, 11th, 12th)	Dean of Instruction	6-7 times per year; begin September 2016 with PSAT	(S)Local Funds	Formative - Sign in sheets
8. Host IB parent meetings for all four grade levels to keep parents informed about IB and International Scholars. (Title I SW: 6) (Target Group: 9th, 10th, 11th, 12th)	Dean of Instruction	Fall/Spring		Sign in sheets

# Longview 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
9. Host Early College High School parent meetings to keep parents informed of requirements and expectations. (Title I SW: 6) (Target Group: 9th, 10th)	Assistant Principal(s)	Fall/Spring		Sign in sheets
10. Host AP parent meetings so that parents will understand the testing, rigor, and requirements of the course. (Title I SW: 6) (Target Group: 9th, 10th, 11th, 12th)	Assistant Principal(s), Dean of Instruction, Teacher(s)	Fall/Spring		Sign in sheets.
11. Host IB and AP practice sessions prior to May testing. (Target Group: 10th, 11th, 12th)	Assistant Principal(s), Dean of Instruction, Teacher(s)	April 2017	(S)Local Funds	Sign in sheets. Improved performance
12. 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. (Target Group: 9th, 10th, 11th) (NCLB: 1,5)				100% of students will have four-year plans and rigorous endorsements.
13. Host meetings at all 3 middle schools to inform students parents of the programs at Longview High School: CATE, IB, Early College, AP, etc. (Title I SW: 6) (Target Group: 8th)	Assistant Principal(s), Counselor(s)	Spring 2017		Attendance rosters
14. Require all AP students to take the AP exam for the appropriate AP course in May (NCLB: 1,5)	Dean of Instruction, Teacher(s)	March registration	(S)Local Funds	Formative - 100% of students enrolled in AP classes take exams.
15. Register AP teachers for College Board AP training in October and then again in the summer.	Dean of Instruction	October, 2016; Summer, 2017	(S)Local Funds	Formative - 100% of AP teachers trained
16. Register experienced IB teachers for Category 2 and 3 trainings. Register new IB teacher for Category 1 training.	Dean of Instruction	Begin September 2016	(S)Local Funds	Formative - Continued training of IB teachers
17. Administer the TSI college admission test on the Longview High School campus to sophomores and juniors.	Assistant Principal(s)	Begin August 2016	(S)Local Funds	Formative - Number of tests administered

# Longview 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
18. Begin registering International Scholars teachers for IB trainings.	Dean of Instruction	Begin September 2016	(S)Local Funds	Formative - Schedule in place for training, and Phase 1 in effect
19. Conduct International Baccalaureate Programme Five-Year Programme Review with fidelity.	Dean of Instruction, Teacher(s)	Ending December 1	(S)Local Funds	Five-Year Review will be completed as directed.
20. Ensure that all school policies reflect the mission and vision of the International Baccalaureate Programme.	Dean of Instruction	Ongoing	(S)Local Funds	All policies will reflect IB mission and vision.
21. Actively encourage and recruit 9th grade students to take the October PSAT test in preparation for the National Merit Qualifying competition. (NCLB: 1,5)	Counselor(s), Dean of Instruction, Teacher(s)	September 2016		The number of 9th grade students testing.

# Longview 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. Continue the lead teacher configuration for each core subject area to foster planning, improved instruction, and assessment. (Title I SW: 1,3) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Instructional Specialist, Lead Teacher	Begin August 2016		Team meeting agendas
2. Utilize TEKS Resource System as a support in developing curricula in the four core subject areas.			(L)TEKS Resource System, (S)Local Funds	Formative -
3. Utilize services of math and science consultants to provide instructional, assessment, and curricular expertise to math and science teachers. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,3,4)	Assistant Principal(s), Core Subject Teachers, Director of Instruction	August 2016	(F)Title II, (S)Local Funds	Formative - Implementation guides for teachers
4. Disaggregate longitudinal math and science data to focus on patterns of strength and weakness in Grades 6-12. (Target Group: 9th, 10th, 11th, 12th, 6th, 7th , 8th) (NCLB: 2)	Assistant Principal(s), Curriculum & Instruction Dept., Instructional Specialist, Teacher(s)	Fall 2016	(O)STAAR Assessments	Areas of strength and weakness
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.	Assistant Principal(s), Asst. Supt. Curriculum & Instruction, Core Subject Teachers, Instructional Specialist, Lead Teacher	every 3 weeks	(O)Scantrons	3-week common assessment information and improved test scores
6. Send IB science teachers to Level II and Level III trainings. (Target Group: 11th, 12th)	Dean of Instruction, Teacher(s)	As trainings are offered.	(S)Local Funds	Formative - Training certificates
7. Utilize the Classworks program for acceleration and remediation opportunities for all Algebra I students. (Title I SW: 9) (Target Group: All, 9th, 10th) (NCLB: 1,5)	Assistant Principal(s), Campus Instructional Technologist, Lead Teacher, Teacher(s)	Begin Sept. 2016-ongoing	(O)Math Materials, (S)Local Funds	Classworks time logs
8. Provide incentives to motivate math and science students. (Target Group: All) (NCLB: 1,5)	Assistant Principal(s)	ongoing	(S)Local Funds	Schedule of incentives

# Longview 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. Continue focus on the implementation of Bloom's Taxonomy. Teachers trained and reviewed during August staff development. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Dean of Instruction, Instructional Specialist, Lead Teacher	Begin August 2016		Lesson plans and walk-throughs
2. Conduct frequent walk-throughs with a special focus on level of thinking during the observed period. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Lead Teacher	Begin August 2016		Walk-through documentation
3. Develop and plan higher order thinking strategies, activities, and questions during common planning periods to incorporate into daily lesson plans. (Target Group: All)	Assistant Principal(s), Instructional Specialist, Lead Teacher, Teacher(s)	Begin August 2016		Lesson plans
4. Implement the PROVE IT strategy, requiring students to show the methods by which they calculated their answers. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Dean of Instruction, Teacher(s)	Begin August 2016		Walkthroughs and observations observing PROVE IT implementation.
5. Observe the State requirement of at least 40% labs and demonstrations during instructional time. Plan labs during common planning meetings. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Specialist, Lead Teacher, Teacher(s)	Begin August 2016	(S)Local Funds	Formative - Lesson plans
6. Double block students who passed the 8th grade math STAAR test into Algebra, so those students will have continuous instruction to reinforce learning. (Target Group: 9th) (NCLB: 1,5)	Assistant Principal(s), Counselor(s)	August 2016	(S)Local Funds	Class rosters
7. Focus deliberately on test-taking strategies for students in tested areas, implementing those strategies as a part of the daily routine and common assessments. (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Specialist, Lead Teacher, Teacher(s)	Begin August 2016		Observation of test-taking strategies Lesson plans
8. Have students keep charts of their own performance on common assessments. (Target Group: All) (NCLB: 1,5)	Teacher(s)	Begin with Common Assessment 1		Performance charts

# Longview 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. Continue the use of TEKS Resource System, Year-a-Glances, and timelines to ensure rigor and depth in instruction. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Dean of Instruction, Instructional Specialist, Lead Teacher	August 2016	(S)Local Funds	Lesson plans and walk-throughs
2. Continue using expertise of instructional specialists in the math and science areas. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Specialist, Lead Teacher	August 2016	(S)Local Funds	Meeting agendas
3. Continue tutorial program to accelerate math and science students. (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Lead Teacher, Teacher(s)	Begin August 2016	(S)Local Funds	Tutorial sign in sheets



# Longview 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. 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. (Title I SW: 3) (NCLB: 3)	Assistant Principal(s), Deputy Supt. HR & Community Relations, Personnel Director, Principal	Begin research fall 2016	(S)Local Funds	Formative - Plan in place Number of participants recruited.
2. Work with colleges and universities to place math and science student teachers on the high school campus. (Title I SW: 3) (NCLB: 3)	Deputy Supt. HR & Community Relations, Personnel Director	Begin fall 2016		Number of math and science student teachers

# Longview 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. Invite LEGS students to attend the GLOBE Career Expo held in May for current juniors. At the Career Expo juniors find out about professions, jobs, and opportunities in the East Texas area. Employers also share educational and training requirements, etc.	Dean of Instruction, Principal	May 2017	(S)Local Funds	Formative - Percentage of attendance to the Career Expo.
2. Continue Work Keys Program at Longview Early Graduation High School. (Target Group: All) (NCLB: 5)	Counselor(s), CTE Director, Principal	Fall 2016	(S)Local Funds	Implementation of Work-Keys program to better prepare students for post-graduation opportunities.
3. Develop a mentorship or job shadowing program where LEGHS students can shadow a person in a particular career, trade, industry.	Counselor(s), Director of CATE, Principal	Research opportunities in fall 2016		Implementation of job shadowing program

# Longview 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. Inform and recruit students to enroll in the evening Kilgore CTE classes held at the LHS CATE building. (Target Group: CTE, AtRisk) (NCLB: 5)		Begin recruiting in October and November	(F)Carl Perkins Grant, (S)Local Funds	Formative - Number of students enrolled.
2. Ensure that all LEGHS students have an updated four-year plan with the appropriate endorsements. (Target Group: All)	Counselor(s)	Fall 2016		100% of students have updated four-year plans with endorsements.

# Longview 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. Develop a schedule and bus routes for LEGS students to be able to enroll in career-oriented CATE classes. (Target Group: All, CTE, AtRisk)	CTE Director, Principal	August 2016	(F)Carl Perkins Grant	Number of students enrolled in classes.
2. Invite college admissions officers to visit with students on the LEGHS campus. (Target Group: All)	Counselor(s), Principal	Fall and Spring 2016, 2017		Number of college visitors.
3. Send a CTE counselor to LEGHS to advise students and maximize career and technology opportunities. (Target Group: 9th, 10th, 11th, 12th) (NCLB: 5)	Counselor(s), Director of CATE	ongoing	(F)Carl Perkins Grant	Number of CTE counselor visits.

# Longview 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. Encourage LEGHS students to attend the College Night hosted by GLOBE and Kilgore College at the Maude Cobb Center on November 7. College and university representative from approximately 100 institutions will be participating. Students and parents are invited to attend. (Target Group: All) (NCLB: 5)	Counselor(s), Dean of Instruction, Principal, Teacher(s)	October 2016		Number of students attending College Night
2. Focus on the use of classroom technology, computer labs, and other technologies to integrate technology application standards into content areas.	Principal, Teacher(s), Technology Staff	Begin August 2016	(O)Computer Lab, (O)District Technology Plan, (O)District Technology Staff Development, (S)Local Funds	Formative - Implementation of technology in all classrooms.
3. Train and implement strategies to provide students with skills necessary to foster the 21st Century Skills: Collaboration and teamwork. Creativity and imagination. Critical thinking. Problem solving. Have teachers focus on these four skills as they prepare and plan for lessons.	Principal, Teacher(s)		(S)Local Funds	Formative - Lesson Plans Training Agendas

# Longview 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. Research the possibility of Junior Achievement volunteers making their presentations on the LEGHS campus.	Principal	Fall 2016		Implementation of presentations
2. Create extra-curricular activities for LEGH students to participate.	Counselor(s), Principal, Teacher(s)	Fall 2016		Extra curricular activities provided for students
3. Promote service learning opportunities in the community for students to foster social and emotional learning.	Assistant Principal(s), Counselor(s), Teacher(s)	Begin Fall 2016		Community service projects

# Longview 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. Mount a student lunch campaign to ensure that the cafeteria and surrounding eating areas are free of lunch trash and debris at the end of each lunch. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Custodial Staff, Principal, Teacher(s)	Begin August 2016--ongoing		Daily assessment of cleanliness
2. Ensure recycling receptacles are available in all classrooms and around the hallways. Make announcements to encourage recycling. (Target Group: All)	Assistant Principal(s), Custodial Staff, Principal, Teacher(s)	Begin August 2016	(S)Local Funds	Formative - Number of recycling containers.
3. Tie a campaign for care and pride in grounds and facilities into the IB Learner Profile. Encourage IB students to lead a school-wide effort to maintain the school. (Target Group: All)	Dean of Instruction			Monthly evaluation of school facilities.
4. Conduct a student contest for physical school improvement ideas. (Target Group: All)	Principal	October 2016	(S)Local Funds	Contest winners
5. Install the LOBO sculpture created by the sculpture classes into the commons area in front of the Mickey Melton Performing Arts Center. Host an installation ceremony and celebration.	Principal, Teacher(s)		(S)Local Funds	Formative - Completion of installation and celebration

# Longview 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. Evaluate current LHS facilities to determine needs for an optimal education setting. Prioritize needs to facilitate an optimal education environment for LHS facilities	Assistant Principal(s), Budget Committee, Campus Instructional Technologist, Dean of Instruction, Department Heads, Director of CATE, LHS Staff, Librarian, Principal	Begin September 2016		Completed needs assessment
2. Begin a rotation schedule of replacing desks with tables and chairs to facilitate instruction and learning, i.e., for grouping, conferencing, centers, etc. Replace desks by department.	Principal	Begin rotation 2016		Replacement of desks
3. Each PDAS appraiser will conduct a room-to-room evaluation of condition of furniture, desks, book cases, etc., for each teachers on observation list. Administrative team develop a checklist of items to be evaluated.	Assistant Principal(s), Dean of Instruction	Begin September 2016		Completed evaluation.
4. Create a master plan for bedding areas and the arts area in front of the Mickey Melton Center to include flowers and plants.		Begin October 2016		