

**Longview Independent School District**  
**Longview Early Graduation High School**  
**2023-2024 Improvement Plan**



**Board Approval Date:** October 16, 2023

# Mission Statement

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

## Vision

Improving Lives One Student at a Time

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# Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

## Demographics

### Demographics Summary

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

During the 2022-23 school year, Longview Early Graduation's student demographics were as follows:

<b>Female</b>	<b>47%</b>
Male	53%
Hispanic	38%
Am. Indian	0%
Asian	1%
Afr.American	40%
Hawaiian	0%
White	18%
2 or more races	3%
EL	9%
SPED	9%
Free Lunch	72%
At-Risk	98%
ECD	89%
LEP	15%

This year's staff demographics will be composed of 13 Black, 6 White, and 2 Hispanic members.

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

There are 2 teachers for each tested subject. The special education department has 1 1/2 teachers.

### **Demographics Strengths**

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

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

**Problem Statement 1 (Prioritized):** LEGHS staff needs to have more Hispanic representation so Hispanic students can have someone to relate to from their own background. We are in need of a bilingual aide and a Spanish teacher. **Root Cause:** There are not a lot of Hispanic people going into education in the East Texas area. The applicant pool is sparse.

# Student Learning

## Student Learning Summary

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

The 2019 EOC data indicates that there is a deficit in ELA. Although English I showed improvement from the previous year (6% increase), the scores are below the state average.

LEGHS was allowed a 3rd teacher. to teach English

Parents and community stakeholders are members of the site base decision making team. School personnel presented how instruction and social/emotional needs will be addressed during the school year. Stakeholders are able to give input on what could be done as well. 82% of the students on campus are at-risk. The site base committee will include parents of at-risk students. All stake holders will be given the compact and the LEA Parent and Family Engagement Document created during the July 19th meeting.

During the July 19th meeting Parent and Family Plan was discussed. The plan will be monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Title I funds are being requested so that all sub-populations can meet their maximum potential. There continues to be a gap in education between whites and minority groups.

## Student Learning Strengths

LEGHS' 2022-23 student results are listed in the charts below.

English	Approaches 64% (+11)	Meets-42% (+6)	Masters-6%((+5)
Math	Approaches-91%(+9)	Meets-56%(-21)	Masters-29%(-21)
Science	Approaches-89%(+12)	Meets-40% (+4)	Masters-4% (-2)
Social Studies	Approaches-94% (+13)	Meets-60% (+2)	Masters-27% (-7)

The standards for the 22-23 school year have not been released.

LEGHS Met Alternative Standard with an overall scaled score of 91 (a negative 3 point difference than previous year). The detailed data will be added once it is released.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students reading below grade level **Root Cause:** Students not having the skills needed when entering high school

**Problem Statement 2:** Students are not motivated to learn. **Root Cause:** Teachers not taking the time to thoroughly to teach TEKS and create engaging lessons.

# School Processes & Programs

## School Processes & Programs Summary

All classes are at least 70 minutes long. Students attend each class daily. Students that have a whole day schedule attend from 8 am-4 pm. Those students that have a half day schedule attend morning or afternoon sessions (minimum of 4 hours). Optional schedules allow students to begin and end their school-day based on the individual student's needs.

Since COVID, some students are on-campus learners and asynchronous learners. Each student has been provided a Chromebook to carry home.

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

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

All teachers returned from the 22-23 school-year. A bilingual ed aide was hired to help ELL students with content.

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

Stakeholders will be involved in the monitoring and plan revision of the campus plan. There will be a meeting held on July 19, 2023 to collaborate on ideas of processes and programs that will be beneficial to the students' achievement on State academic standards especially for those who have been furthest from achieving the standards. Revisions will be made to the plan to best fit students' needs based on the committee. A second meeting will be scheduled in the spring.

The teachers will use local and state data to determine what interventions need to be given to different populations. English I scores in all demographics, but white increased from the previous year. There were decreases in the white demographic in English I (-22 points). There are increases in English I scores in the Hispanic (+20 points) and African American scores (+10 points).

Students that failed to meet State academic standards will be given mastery teachers and be provided with additional instruction during the day or outside of school hours.

## School Processes & Programs Strengths

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

The teachers will use local and state data to determine what the campus' strengths and weaknesses.

Students will be exposed to different colleges and careers throughout the year through virtual and on-site tours. Suggestions from the site base committee will be encouraged and considered through a survey.



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

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

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

# Perceptions

## Perceptions Summary

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

Students that graduate are able to ring the graduation bell when they have completed graduation requirements.

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

Last year we provide opportunities for students to visit colleges and businesses. We plan to take virtual college tours. We encourage students to receive post-secondary education via college or trade school. All seniors must visit the Student Service Support Specialist before being approved for graduation. The following is last year's data.

<b>WELDING</b>	
1	
KC DUAL CR.	
1	
CNA	
18-	
COMM. HEALTH WORKER	
2	
PHYSICAL THERAPY AID	
1	
PHARMACY TECHS	
2-have tech in trainee lic.	
PRECISION MACHING	
2	
EKG TECHNICIANS	
3	
OSHA CERTS	
9	
FORKLIFT	
19	
TSI TEST	
31	
ASVAB	

<b>WELDING</b>	
13- one enlistment	
<b>TWC VOCATIONAL TRAIN.</b>	
15	
<b>CHRISTUS GOOD SHEPHERD</b>	
7-Interns/job shadowing	
<b>FAFSA</b>	
23	
<b>WIOA PLACEMENTS</b>	
2	
<b>COLLEGE APPS</b>	
41	
<b>Estimated Graduates</b>	
169	
<b>Estimated Globe Scholars</b>	
100	

### Perceptions Strengths

The perception of the school in the community is changing. More students are enrolling so they can graduate early and go on to college or trade school. This year students that qualify will take Career and Technology courses through Certified Nursing Assistance Classes through Necole's Learning Academy, Pharmacy Tech courses through LW Pharmacy, and Forklift certification can be earned through Operator Training and Inspection Services, and Texas State Technical College will provide various online courses.

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

LEGHS will begin a male mentoring program mid-fall semester. It will be organized by the principal, a male staff member, and a parent volunteers.

### Problem Statements Identifying Perceptions Needs

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

# Priority Problem Statements

**Problem Statement 1:** LEGHS staff needs to have more Hispanic representation so Hispanic students can have someone to relate to from their own background. We are in need of a bilingual aide and a Spanish teacher.

**Root Cause 1:** There are not a lot of Hispanic people going into education in the East Texas area. The applicant pool is sparse.

**Problem Statement 1 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

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





# Goals

**Goal 1:** Improve recruitment and retention of quality personnel

**Performance Objective 1:** Hire 100% highly qualified teachers that work well with at-risk students.

**High Priority**





**Evaluation Data Sources:** Student Achievement  
# of discipline referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to provide team leaders and attend TXBess training</p> <p><b>Strategy's Expected Result/Impact:</b> Retain 100% of the instructors the entire year</p> <p><b>Staff Responsible for Monitoring:</b> Principal Central Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Improve recruitment and retention of quality personnel

**Performance Objective 2:** Recruit, employ, induct, retain, and provide on-going professional development to 100% of the highly qualified staff.

**Evaluation Data Sources:** Attrition of effective staff members

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support new and returning teachers  <b>Strategy's Expected Result/Impact:</b> Create a staff that feels comfortable with asking for help  <b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hire a paraprofessional to monitor A+ software lab  <b>Strategy's Expected Result/Impact:</b> Number of graduates and decrease drop-out rate by 10%  <b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				



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

**Performance Objective 1: Increase distributing information of current and future happenings to students, staff, parents, and the community by 25%**

**Evaluation Data Sources:** Parent phone calls  
Number of parents to show up to events

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain communication officer with up to date information <b>Strategy's Expected Result/Impact:</b> Notify community of happenings <b>Staff Responsible for Monitoring:</b> Principal Counselor	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use ConnectEd to provide information to students and parents <b>Strategy's Expected Result/Impact:</b> 10% increase in the number of parents involved in school and community events <b>Staff Responsible for Monitoring:</b> Principal Central Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use Let's Talk to ensure prompt feedback of emails <b>Strategy's Expected Result/Impact:</b> Let's Talk survey ratings <b>Staff Responsible for Monitoring:</b> Principal Central Administration	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Submit happenings to the district newspaper (The Voice) <b>Strategy's Expected Result/Impact:</b> 10 % increase in the amount information feedback from parents actions regarding events in the distribution	Formative			Summative
	Nov	Jan	May	June

**Staff Responsible for Monitoring:** Principal  
Public Relations Department

**ESF Levers:**  
Lever 3: Positive School Culture

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No Progress



Accomplished







Continue/Modify



Discontinue

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

**Performance Objective 2:** Meet with the Site Base Decision Making Team each semester to collaborate on the needs of the campus and sub populations





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Host monthly parent meetings to provide campus happening and opportunities for student.  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Improve communication for staff during emergencies.

**High Priority**

**Evaluation Data Sources:** Make sure staff and students receive the information they need to stay safe.

Strategy 1 Details	Reviews			
Strategy 1: Maintain communication for safety on campus.	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All Schools will meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science





**Performance Objective 1:** Improve English EOC scores to 50% passing for all students including economically disadvantaged students from major racial and ethnic groups, children with disabilities, and Emergent English learners by the end of the school year.

**High Priority**

**Evaluation Data Sources:** Read 180 data  
Tri-weekly Common Assessment Data  
2019 English STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ELAR support through the use of a digital reading program and 1:1 instructional supports for students that are identified "at risk" of not meeting the challenging State academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet state standard in all subpopulations at the approaches level</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum and Instruction</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide curriculum support through targeted tutorials during school and after hours for students that are identified "at-risk" of not meeting the challenging State academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet state standards in all subpopulations of students scoring at approaches level</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use District instructional specialist as a resource for instructional strategies, coaching teachers, and testing materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students scoring at meets state standard by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide instructional support for each sub-population such as economically disadvantaged, students from major racial and ethnic groups, children with disabilities, and Emergent English learners to increase student performance on meeting the State's academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet state standard in all sub pops</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Team teaching in English classes and tutorials</p> <p><b>Strategy's Expected Result/Impact:</b> 10 % Improvement in student STAAR performance and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum and Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase the amount of learning time and quality of learning time by using differentiated learning that helps all sub populations <b>Staff Responsible for Monitoring:</b> Teachers and Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Implement pull-out tutorials for students that are at-risk for not meeting the State Standards.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3:** All Schools will meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science

**Performance Objective 2:** Improve Science EOC scores to 95% passing for all students including economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and Emergent English learners by the end of the school year.

**Evaluation Data Sources:** Common Assessment data  
2020 Biology STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use of hands on manipulatives and pacing guide provided by a science consultant  <b>Strategy's Expected Result/Impact:</b> Increase the number of students at meets  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Team teaching  <b>Strategy's Expected Result/Impact:</b> 10% increase in the number of students scoring at meets and at masters  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use Anchor Charts and flashcards for review of benchmarks and state testing  <b>Strategy's Expected Result/Impact:</b> 10% increase in the number of students scoring at meets and at masters  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide intentional instructional support during school hours and after school hours for students that are "at-risk" of not meeting the State's academic standards. This includes sub-populations such as economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, an Emergent English learners.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in the number of students scoring at meets and at masters</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Monitor student performance through the use of data for all students including sub-populations such as economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, an Emergent English learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students scoring at meets and masters on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 3:** All Schools will meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science

**Performance Objective 3:** Increase the number of students taking CTE courses by 10% including sub-populations such as economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, an Emergent English learners by the end of the school year.





**Evaluation Data Sources:** Total of certifications earned  
Total of college hours earned

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit more students in ETMA  <b>Strategy's Expected Result/Impact:</b> Increase in dual credit enrollment and college hours completed by 10%  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recruit and enroll students into certificate programs such as Fork lifting , Aerial Platform classes, Pharmacy Technician, and Community Health Worker  <b>Strategy's Expected Result/Impact:</b> Have at least 10 students receive forklift and aerial platform certificates  <b>Staff Responsible for Monitoring:</b> Principal                      Counselor</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** All Schools will meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science

**Performance Objective 4:** Earn 95% passing rate in Algebra & US History passing rate for all students including sub-populations such as economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, an Emergent English learners by the end of the school year.





**Evaluation Data Sources:** Common Assessment Data  
2023 STAAR performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Team teaching  <b>Strategy's Expected Result/Impact:</b> 10% increase the number of Masters students  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase usage of dictionaries to define academic and non-academic vocabulary (words frequently seen on STAAR)  <b>Strategy's Expected Result/Impact:</b> 10% increase in the number of Masters scores on STAAR in each subject  <b>Staff Responsible for Monitoring:</b> Teachers                      Principal</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All Schools will meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science

**Performance Objective 5:** Increase the graduation rate from 89% to 98% and prepare students for college admission in all sub populations by the end of the school year.





**Evaluation Data Sources:** Number of graduates by cohort  
Number of students testing for TSI and FASFA applications

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide at least 20 new desktops and laptops</p> <p><b>Strategy's Expected Result/Impact:</b> Number of students graduating with their cohorts and number college admissions/TSI test given</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide working WiFi</p> <p><b>Strategy's Expected Result/Impact:</b> Number of students graduation with their cohort and number of TSI/FASFA applications submitted</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** All Schools will meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science





**Performance Objective 6:** Increase the number of students that are celebrated by 50% with awards and ceremonies by the end of the school year.

**Evaluation Data Sources:** Number of students on honor roll, perfect attendance, and student of the week

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Celebrate student success with Special Recognition Programs <b>Strategy's Expected Result/Impact:</b> 50% increase in the number of honor roll recipients <b>Staff Responsible for Monitoring:</b> CIS Counselor Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All Schools will meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science

**Performance Objective 7:** Increase African American scores to 90% of students passing on all EOC exams each year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with the Site Base Committee on ways to increase student success in all sub populations <b>Staff Responsible for Monitoring:</b> SBDC, Principal, Teachers, Counselors	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide individual and small group counseling to students of all populations that are struggling with academics or social/emotional issues. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, and Teachers	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All Schools will meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing and Science





**Performance Objective 8:** Create 100% vertically and horizontally aligned distinguished lessons for students and maintain parent contact each school year.

**Evaluation Data Sources:** RPM model  
Common Assessment Data  
2023 STAAR performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet with middle schools to vertically align content in each core subject each summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement by 10% in all core subjects by the end of the school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal Central Office</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide foundation classes to 9th-graders based on feedback and data from 8th grade teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor the number of students receiving foundation classes to see if those students pass STAAR tests in those subjects the following year on the first administration</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create lessons that are rigorous and that ask higher-order thinking questions each week.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in the number of students scoring at meets and masters on the STAAR tests each year</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum and Instruction Department</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Maintain parent contact with students based on data from Middle school personnel and middle school data</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in the amount of parent phones calls listed on phone logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Classroom environments that are student-led on daily basis</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor teacher lesson plans to make sure they cover TEKS and coincide with the pacing guides</p> <p>Walk-throughs that indicate teachers are acting as facilitators on a daily basis.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide educational field trips to enhance Math, Reading, Writing, and Science Curriculum</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of field trips each year to supplement core subject content</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide technology that will assist teachers in communicating with EL students and parents</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase in parent contact</p> <p>10% increase in student TELPAS scores from previous year</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Use methods and instructional strategies that strengthen the academic program in the school on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide differentiated instruction to all sub-populations daily</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, and Counselors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 4:** Improve Social/Life Skills of Longview Early Graduation HS

**Performance Objective 1:** Increase the number of students entering directly into the workforce and/or post-graduate studies by 10% each year.

**High Priority**





**Evaluation Data Sources:** Total TSI Tests administered-  
Total FAFSA preparation College/Career Center  
Total College Applications completed

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit 80% of students to work with Workforce Solutions</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students placed in internships in the workforce</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4: Improve Social/Life Skills of Longview Early Graduation HS**

**Performance Objective 2:** Provide opportunities for 100% of the students to visit colleges and industries in the community to expose students to what it available for them after high school at least once a year.





**Evaluation Data Sources:** Total college trips  
 Total number of students attending college  
 Visit museums

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Visit area colleges /universities/trade schools &amp; industries in the community</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students to enter postgraduate studies and the work force with a certificate by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will attend training to obtain resources and information that can be used to help students prepare for post graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students to enter postgraduate studies and the work force</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 4: Improve Social/Life Skills of Longview Early Graduation HS**

**Performance Objective 3:** Provide 100% of the students with the skills to react in positives ways in high stress situations as needed.





**Evaluation Data Sources:** Student Achievement  
Student Behavior

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Male mentor group</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of student discipline referrals by 10%, increase in the number of honor roll recipients 20%, 99% attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> CIS liaison Principal Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish a partnership with ETCADA to deter and/or stop substance abuse</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the amount of students with substance abuse</p> <p><b>Staff Responsible for Monitoring:</b> Community in Schools Counselor Teachers Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators will use research based strategies to aid students suffering from anxiety and depression due to isolation during the Covid 19 Pandemic.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show less anxiety and depression and be more engaging with staff and peers.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Improve Social/Life Skills of Longview Early Graduation HS





**Performance Objective 4:** 85% of the students will be trained on financial literacy by the end of the year.

**Evaluation Data Sources:** Bank and student survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide time for the Citizens Bank to meet with students about financial literacy</p> <p><b>Strategy's Expected Result/Impact:</b> Student knowledge of banking and credit</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Improve Social/Life Skills of Longview Early Graduation HS



**Performance Objective 5:** Provide students with a graduation ceremony on campus each semester.

Strategy 1 Details	Reviews			
Strategy 1: Have supplies and materials needed for graduates for the graduation ceremonies.	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Improve Social/Life Skills of Longview Early Graduation HS

**Performance Objective 6:** Provide PPE supplies to reduce the spread of COVID on a daily basis.





**Evaluation Data Sources:** 98% weekly attendance rate

Strategy 1 Details	Reviews			
Strategy 1: Pass out PPE supplies to staff and students	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Improve Social/Life Skills of Longview Early Graduation HS

**Performance Objective 7:** Provide uniform shirts for teachers for safety purposes if there is an emergency on campus.

**Evaluation Data Sources:** All staff have uniform shirts for safety.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wear uniforms to be easily identified by first responders.  <b>Strategy's Expected Result/Impact:</b> Keep the staff safe from police by differentiating they are not the threat on campus.</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 5:** LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

**Performance Objective 1:** To prevent the spread of disease by using sanitary practices

**Evaluation Data Sources:** Average daily student attendance stays comparable to pre-Covid

**Goal 5:** LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

**Performance Objective 2:** Protect students and staff from unsafe individuals

**Evaluation Data Sources:** The front office will use Raptor for each person that comes in the building

**Goal 5:** LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

**Performance Objective 3:** Students will receive incentives when they have been on good behavior with zero referrals

**Evaluation Data Sources:** Students may receive t-shirts, food, and game equipment

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	4	Provide instructional support for each sub-population such as economically disadvantaged, students from major racial and ethnic groups, children with disabilities, and Emergent English learners to increase student performance on meeting the State's academic standards.

# State Compensatory

## Budget for Longview Early Graduation High School

**Total SCE Funds:** \$679,751.00

**Total FTEs Funded by SCE:** 8.64

### Brief Description of SCE Services and/or Programs

Longview Early Graduation High will supplement the regular education program for students who are at risk by providing tutoring, summer school, and instructional classroom rigor to reduce the academic failure rates and increase the rates for high school completion.

## Personnel for Longview Early Graduation High School


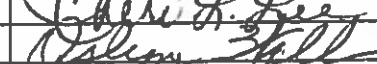

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Betty Banks	Math	1
Ceballos, Rochelle	English	1
Duckett, Corey	History	1
Lee, Cheri	Parent Intervention Specialist	1
Maguire, Whitney	READ 180	0.14
Mims, Davonte	Teacher	1
Thompson, Barry	ESL Tutorials	1
Turner, Wesley	Instructional Assistant	0.5
Webber, Patricia		1
Wilson, Renee	Mathematics	1

# Addendums

2018-19 Campus STAAR Performance

		State	District	Campus	African American	Hispanic	White	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>														
<b>End of Course English I</b>														
At Approaches Grade Level or Above	2019	68%	70%	<b>36%</b>	25%	36%	*	*	*	-	35%	38%	42%	20%
	2018	65%	72%	<b>50%</b>	29%	71%	*	*	*	*	63%	40%	57%	*
At Meets Grade Level or Above	2019	50%	46%	<b>22%</b>	13%	21%	*	*	*	-	15%	31%	27%	10%
	2018	44%	45%	<b>22%</b>	0%	43%	*	*	*	*	25%	20%	29%	*
At Masters Grade Level	2019	11%	10%	<b>0%</b>	0%	0%	*	*	*	-	0%	0%	0%	0%
	2018	7%	7%	<b>0%</b>	0%	0%	*	*	*	*	0%	0%	0%	*
<b>End of Course English II</b>														
At Approaches Grade Level or Above	2019	68%	68%	<b>51%</b>	27%	63%	88%	*	20%	-	50%	52%	50%	42%
	2018	67%	66%	<b>31%</b>	20%	33%	57%	*	0%	*	33%	27%	38%	0%
At Meets Grade Level or Above	2019	49%	46%	<b>20%</b>	9%	21%	50%	*	0%	-	14%	24%	23%	8%
	2018	48%	45%	<b>15%</b>	7%	20%	29%	*	0%	*	17%	13%	17%	0%
At Masters Grade Level	2019	8%	6%	<b>2%</b>	0%	0%	13%	*	0%	-	5%	0%	3%	0%
	2018	8%	8%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%
<b>End of Course Algebra I</b>														
At Approaches Grade Level or Above	2019	85%	94%	<b>100%</b>	100%	100%	-	*	*	-	100%	100%	100%	100%
	2018	83%	95%	<b>93%</b>	87%	100%	100%	-	*	*	93%	93%	95%	*
At Meets Grade Level or Above	2019	61%	67%	<b>71%</b>	75%	64%	-	*	*	-	67%	75%	71%	78%
	2018	55%	57%	<b>17%</b>	13%	0%	50%	-	*	*	21%	13%	16%	*
At Masters Grade Level	2019	37%	40%	<b>33%</b>	13%	36%	-	*	*	-	44%	25%	35%	44%
	2018	32%	33%	<b>7%</b>	0%	0%	33%	-	*	*	7%	7%	5%	*
<b>End of Course Biology</b>														
At Approaches Grade Level or Above	2019	88%	92%	<b>86%</b>	73%	91%	*	*	*	*	70%	94%	83%	88%
	2018	87%	91%	<b>74%</b>	64%	85%	*	*	*	*	73%	75%	72%	*
At Meets Grade Level or Above	2019	62%	57%	<b>39%</b>	27%	36%	*	*	*	*	40%	39%	38%	38%
	2018	59%	56%	<b>26%</b>	36%	15%	*	*	*	*	18%	31%	28%	*
At Masters Grade Level	2019	25%	19%	<b>4%</b>	0%	0%	*	*	*	*	0%	6%	4%	0%
	2018	24%	21%	<b>0%</b>	0%	0%	*	*	*	*	0%	0%	0%	*
<b>End of Course U.S. History</b>														
At Approaches Grade Level or Above	2019	93%	94%	<b>94%</b>	89%	96%	100%	-	*	-	96%	92%	94%	89%
	2018	92%	94%	<b>88%</b>	86%	88%	92%	-	67%	*	90%	86%	88%	86%
At Meets Grade Level or Above	2019	73%	70%	<b>47%</b>	39%	35%	83%	-	*	-	37%	58%	56%	33%
	2018	70%	72%	<b>38%</b>	29%	38%	50%	-	50%	*	34%	41%	37%	14%
At Masters Grade Level	2019	45%	37%	<b>21%</b>	11%	9%	58%	-	*	-	19%	23%	26%	11%
	2018	40%	38%	<b>10%</b>	5%	13%	17%	-	0%	*	10%	10%	7%	0%
<b>All Grades All Subjects</b>														
At Approaches Grade Level or Above	2019	78%	79%	<b>70%</b>	56%	76%	96%	63%	27%	*	68%	72%	71%	65%
	2018	77%	78%	<b>70%</b>	62%	75%	79%	*	33%	40%	70%	69%	72%	67%
At Meets Grade Level or Above	2019	50%	50%	<b>36%</b>	27%	33%	67%	63%	13%	*	30%	42%	40%	31%
	2018	48%	49%	<b>26%</b>	19%	25%	45%	*	22%	20%	24%	27%	27%	8%
At Masters Grade Level	2019	24%	25%	<b>10%</b>	4%	7%	33%	25%	7%	*	11%	10%	12%	10%
	2018	22%	23%	<b>5%</b>	1%	4%	14%	*	0%	0%	5%	5%	3%	0%
<b>All Grades ELA/Reading</b>														
At Approaches Grade Level or Above	2019	75%	75%	<b>45%</b>	26%	53%	91%	*	14%	-	43%	47%	47%	32%
	2018	74%	75%	<b>37%</b>	23%	45%	56%	*	0%	*	41%	32%	44%	30%
At Meets Grade Level or Above	2019	48%	48%	<b>21%</b>	11%	21%	55%	*	0%	-	14%	27%	24%	9%
	2018	46%	46%	<b>18%</b>	5%	27%	33%	*	0%	*	19%	16%	21%	10%
At Masters Grade Level	2019	21%	21%	<b>1%</b>	0%	0%	9%	*	0%	-	2%	0%	2%	0%
	2018	19%	20%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%

Campus Improvement Plan Committee

First Name	Last Name	Signature
Kristi	Means	
Cheri	Lee	
Oslin	Williams	
Cynthia	Vaughn	