

# Longview Independent School District

## Longview High School

### 2023-2024 Improvement Plan



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

# Mission Statement

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

These skills will include the following:

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

Nondiscrimination Notice

## Vision

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

# Value Statement

We believe that. . .

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

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# Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

## Demographics

### Demographics Summary

#### Ethnicity/Race

<b>Gender</b>	<b>Female</b>	<b>1024</b>	<b>49.5%</b>
Gender	Male	1,044	50.5%
Ethnicity	Hispanic—Latino	847	41.0%
Race	American Indian	22	1.1%
Race	Black—African American	670	32.4%
Race	Native Hawaiian	0	0%
Race	White	421	20.4%
Race	Two or more	62	3.0%

#### Program

Bilingual/English as a Second Language	210	10.2%
Career and Technology	1,772	85.7%
Free Lunch Participation	1,304	60.5%
Reduced Lunch Participation	127	5.9%
Gifted/Talented	153	7.4%
Special Education	173	8.4%
Title 1 Participation	2,068	100%
Dyslexia	106	4.9%
Homeless Status Total	4	0.2%

## Demographics Strengths

Longview High School is a large 5A high school located in the Piney Woods of East Texas. Longview High School currently serves a student population of 2068 students in Grades 9—12. The high school employs a staff of close to 200, including teachers, counselors, administrators, paraprofessionals, and cafeteria staff.

Longview High School is a public comprehensive four-year secondary school offering programs in the International Baccalaureate Programme, Longview Early College High School (Grades 9-12), college preparatory, career and technology, English as a second language, dual credit with local colleges and universities, and special education. In the dual credit program students can work on their Associate's Degree. The high school has the most extensive career and technology program in East Texas, offering courses that range from engineering and architectural design to cosmetology and meat packing. The high school has the only IB Programme east of Dallas which brings in students from all over East Texas. During the 2020-2021 school year, the school will add both the IB Middle Years Programme as well as the IB Career-related program for career and technology students. The school is proud of its diversity, serving students from many ethnicities and varying socio-economic backgrounds.

The school is known for not only its academic programs but the extra-curricular programs as well. Sports activities include many opportunities for both male and female students: football, basketball, track, swimming, volleyball, baseball/softball, and tennis. Additionally, the school offers more than 35 clubs and organizations for students to join and be a part of the school. Longview High School has a strong academic University Interscholastic League (UIL), frequently placing in both regional and state competitions. The students at Longview High School are active in the community, serving on local student boards: Texas Bank and Trust Student Board of Directors, Spring Hill State Bank Student Board of Directors, the World of Wonder (WOW) science museum, the Longview Museum of Fine Arts, and the Gregg County Historical Museum. Students support the community through coat drives, food drives, and other charitable causes. “Longview High School is the best school east of Interstate 45!!”

Our stakeholders include administrators, teachers, staff, students, parents, community members, school board members, and city council members.

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

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

**Problem Statement 1:** Often times the school does not have the correct address or phone number for a student and his/her parents. **Root Cause:** The school not making a concerted effort to secure the most current information for students as many of them move frequently.

**Problem Statement 2:** The school district continues to recruit out-of-district students to join the Lobo family. **Root Cause:** The district wants all students to have the opportunity to participate in the outstanding programs.

# Student Learning

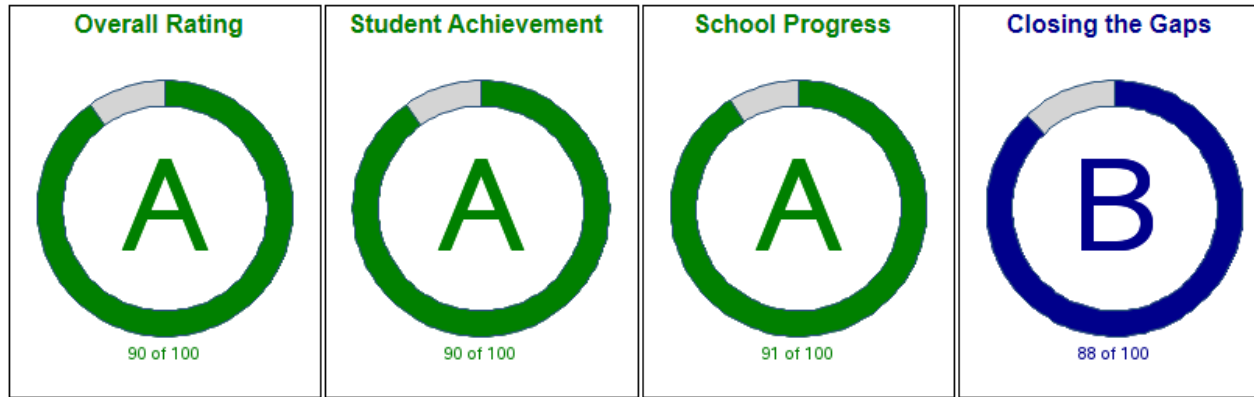
## Student Learning Summary

### School Information

District Name:	LONGVIEW ISD
Campus Type:	High School
Total Students:	2,068
Grade Span:	09 - 12

### Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.



### Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.





## Student Learning Strengths

Longview High School students continue to show growth in the Meets and Masters score for the EOC test. Increasing Meets and Masters is one of the goals for the school for this year. We are ranked first in all of our comparison groups.

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

Data is disaggregated by subject, teacher, ethnicity, gender, and ECD. All administrators carefully analyze data to work with both students and teachers. The high school has a system in place for EOC pre-tests at the beginning of the year, three-week common assessments, and a post-test administered approximately 6 weeks prior to the actual test. Instructional specialists work with Algebra I teachers and English II and III teachers. Following each three-week common assessment, subject area teams meet with an administrator for data meetings to examine the data from the assessment. Dependent on strengths and weaknesses, adjustments are made to the timeline and lesson plans.

An increased percentage of students received the prestigious IB Diploma, and 51 students graduated with their Associate's Degrees prior to high school graduation. An increased number of students graduated with dual credit hours, and LHS now offers dual credit courses through UT Austin OnRamps, Stephen F. Austin, Kilgore, and LeTourneau University.

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

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Improve AP scores across the board. While the participation levels are very high for Longview, the performance on the exams needs great improvement. **Root Cause:** Teachers lack the requisite training to teach the courses appropriately.

**Problem Statement 2 (Prioritized):** Ensure students enrolled in CTE courses have a sequenced pathway and that it is correctly identified in the four-year plans. **Root Cause:** Often times students' schedules are changed, and their coherent pathway is disrupted.

**Problem Statement 3:** The school needs to ensure that RtI plans are developed and implemented with fidelity to ensure academic success for struggling students. **Root Cause:** Not all struggling students have RtI plans developed.

**Problem Statement 4 (Prioritized):** Growth Indicator not met-- EB/EL TELPAS Progress Rate. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 5 (Prioritized):** SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training,

instructional strategies, and resources to meet students' needs.

**Problem Statement 6 (Prioritized):** AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 7 (Prioritized):** ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 8 (Prioritized):** LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 9 (Prioritized):** AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

# School Processes & Programs

## School Processes & Programs Summary

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

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

## School Processes & Programs Strengths

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

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

The district has an incentive system LIFT that pays every staff member on a campus \$500 for every distinction that the school receives from the state. Employees from Longview High School received \$2500 at Christmas last year for the distinctions earned. Each distinction earned \$500 last year. Also, teachers receive stipends in tested subjects for each economically disadvantaged student who demonstrates growth from one test to another. Longview High School also participates in the TIA program in conjunction with TEA and EVAAS. Four high school teachers were identified as master teachers.

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

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

Longview High School provides the appropriate training for teachers for their specific assignments. This year the high school has trained a team of trainers for Project-Based Learning (PBL). These teachers will begin training other teachers on the philosophy and strategies for Project-Based Learning. IB and AP teachers continue to receive the requisite training for their specific courses. During the past year, MYP teachers were trained on three separate occasions with official IB training.

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

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

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

**Problem Statement 1:** One focus area for Longview High School this year will be to focus on teacher recognition and celebration. **Root Cause:** Lack of teacher recognition and celebration.

**Problem Statement 2:** Continue to work with Communities in Schools to provide programs and assistance for students in need. **Root Cause:** Some students and families do not know the resources that are available to them.

**Problem Statement 3 (Prioritized):** LHS continues to attempt to improve all security measures to better protect all stakeholders. **Root Cause:** Growing threats in our changing society.

**Problem Statement 4:** Apply to become candidate schools for the IB Career-Related Programme **Root Cause:** Will take one year to achieve authorized status.

**Problem Statement 5 (Prioritized):** Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Ensuring that students are apprised of all opportunities and directed in the pathway he/she chooses to follow. **Root Cause:** Students and parents often not informed of all options and wonderful opportunities.

**Problem Statement 2 (Prioritized):** Behavioral/Discipline issues continue to be a challenge for some students. **Root Cause:** Support student needs of social emotional issues

# Priority Problem Statements

**Problem Statement 1:** ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas.

**Root Cause 1:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners.

**Root Cause 2:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

**Root Cause 3:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas.

**Root Cause 4:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

**Root Cause 5:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

**Root Cause 6:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** LHS continues to attempt to improve all security measures to better protect all stakeholders.

**Root Cause 7:** Growing threats in our changing society.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Growth Indicator not met-- EB/EL TELPAS Progress Rate.

**Root Cause 8:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Behavioral/Discipline issues continue to be a challenge for some students.

**Root Cause 9:** Support student needs of social emotional issues

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Improve AP scores across the board. While the participation levels are very high for Longview, the performance on the exams needs great improvement.

**Root Cause 10:** Teachers lack the requisite training to teach the courses appropriately.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Ensure students enrolled in CTE courses have a sequenced pathway and that it is correctly identified in the four-year plans.

**Root Cause 11:** Often times students' schedules are changed, and their coherent pathway is disrupted

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Ensuring that students are apprised of all opportunities and directed in the pathway he/she chooses to follow.

**Root Cause 12:** Students and parents often not informed of all options and wonderful opportunities.

**Problem Statement 12 Areas:** Perceptions





# Goals

Revised/Approved: October 10, 2023

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

**Performance Objective 1:** Encourage universities to place student teachers in LHS classrooms. Increase on-campus involvement with college and university partnerships by 10%.

**Evaluation Data Sources:** Roster of student teachers placed on the Longview High School campus

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit, employ, and train IB trained educators and/or educators enthusiastic about teaching in an IB school.  <b>Strategy's Expected Result/Impact:</b> Number of qualified teachers hired.</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 9</p> <p><b>Funding Sources:</b> - 199 General Fund</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> Register all teachers working in an IB Programme (DP, MYP, and/or CP) in required and appropriate IB workshops for Category 1, Category 2, and Category 3.  <b>Strategy's Expected Result/Impact:</b> 100% of DP, MYP, and CP trained with the appropriate Category 1 IB workshop. Continue training with Category 2 workshops.  <b>Staff Responsible for Monitoring:</b> Head of School Coordinators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 199 General Fund</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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

## Performance Objective 1 Problem Statements:



## Student Learning

**Problem Statement 1:** Improve AP scores across the board. While the participation levels are very high for Longview, the performance on the exams needs great improvement.

**Root Cause:** Teachers lack the requisite training to teach the courses appropriately.

**Problem Statement 2:** Ensure students enrolled in CTE courses have a sequenced pathway and that it is correctly identified in the four-year plans. **Root Cause:** Often times students' schedules are changed, and their coherent pathway is disrupted





**Problem Statement 9:** AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

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

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

Increase communication with parents through a campuswide positive contact program by 10%.

**Evaluation Data Sources:** Number of contacts made, updated web pages, ParentConnect calls, etc.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Require all teachers to create and maintain a Google Classroom and keep it updated daily or weekly.  <b>Strategy's Expected Result/Impact:</b> 100% created and updated web pages.  <b>Staff Responsible for Monitoring:</b> T-TESS Appraisers</p> <p><b>Title I:</b>                      2.4, 2.6, 4.1, 4.2                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 3</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> Make campus-wide Parent Connect calls in both English and Spanish prior to all major events (including testing) on the Longview High School campus.  <b>Strategy's Expected Result/Impact:</b> 100% of Parent Connect calls will be made in both English and Spanish prior to major events.  <b>Staff Responsible for Monitoring:</b> Assistant principals                      Director of Campus Operations</p> <p><b>Title I:</b>                      2.4, 2.6, 4.1, 4.2                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 1</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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 3:** LHS continues to attempt to improve all security measures to better protect all stakeholders. **Root Cause:** Growing threats in our changing society.

**Perceptions**


**Problem Statement 1:** Ensuring that students are apprised of all opportunities and directed in the pathway he/she chooses to follow. **Root Cause:** Students and parents often not informed of all options and wonderful opportunities.


**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:** The percentage of all students will increase from 33% to 38% in all subjects in Domain 1 of the 2024 state accountability system.


**Evaluation Data Sources:** TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Really description of your RTI PD.</p> <p><b>Strategy's Expected Result/Impact:</b> Outcome: Student RTI Engagement increase, and the Learning Gap will decrease.</p> <p>Progress Monitoring: PLC Calendar and Administration walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Subject area administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 5:</b> Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</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 2:** Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on IB standards and state standards, using the IB MYP framework, dual credit standards, CTE standards, and IB Diploma standards.

**Evaluation Data Sources:** EOC scores, IB scores, AP scores, dual credits achieved, SAT, ACT, college acceptances

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor instruction with daily walk-throughs in classrooms of five tested subjects, focusing on instruction, level of instruction, curriculum, questioning, and critical thinking strategies. Conduct frequent walk-throughs in non-tested subjects. Conference with teachers after walkthroughs or a series of walk-throughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve instruction by 10%. resulting in positive student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Assistant Principals Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5, 6, 7, 8, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue the lead teacher configuration for core subjects to foster planning, improved instruction, and assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction by 20%, thus leading to improved student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Dean of Instruction</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5, 6, 7, 8, 9</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize TEKS Resource System as a support in developing curricula in all subject areas. Provide TEKS Resource System training for new teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective use of TEKS Resource System by 100% of the eligible teachers</p> <p><b>Staff Responsible for Monitoring:</b> LHS C &amp; I team Dean of Instruction</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5, 6, 7, 8, 9</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Improve AP scores across the board. While the participation levels are very high for Longview, the performance on the exams needs great improvement.</p>
<p><b>Root Cause:</b> Teachers lack the requisite training to teach the courses appropriately.</p>
<p><b>Problem Statement 4:</b> Growth Indicator not met-- EB/EL TELPAS Progress Rate. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 5:</b> SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 6:</b> AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 7:</b> ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 8:</b> LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 9:</b> AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</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 3:** Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

**Evaluation Data Sources:** Resources utilized and training attended.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue 3-week common assessment model with focused data talks the following week. Data should be disaggregated by test, ethnicity, special programs, at risk, and quintile. Begin year with pretest (released EOC tests) in all five tested subjects for diagnostic purposes</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Data meetings</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5, 7, 8, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure teachers are using supplemental aids as designated for students identified as special education, 504, and/or RTI.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of identified students are receiving and utilizing all supplemental aids allowed.</p> <p><b>Staff Responsible for Monitoring:</b> T-TESS appraisers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve teacher ability to provide students with small group instruction (flexible grouping, collaboration with peers)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4, 5, 6, 7, 8, 9</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> Growth Indicator not met-- EB/EL TELPAS Progress Rate. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 5:</b> SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 6:</b> AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 7:</b> ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 8:</b> LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 9:</b> AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
School Processes & Programs
<p><b>Problem Statement 5:</b> Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>







**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 1:** Meet the requirements of the IB mission statement: The International Baccalaureate aims to develop inquiring, and knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Improve school climate by 25%.

**Evaluation Data Sources:** Periodic surveys and observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focus on the Approaches to Teaching and Learning (ATL) skills in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance and social-emotional well-being by 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Assistant principals Head of School Coordinators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 2</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> Register faculty and staff for official IB workshops to meet IB requirements and maintain updated curriculum changes.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of staff members trained</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 2</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> Train all new faculty members for Category 1 trainings for identified subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of new staff members in any of the three IB programmes are trained.</p> <p><b>Staff Responsible for Monitoring:</b> Head of School IB coordinators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 9 - Perceptions 2</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>				





**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Improve AP scores across the board. While the participation levels are very high for Longview, the performance on the exams needs great improvement. <b>Root Cause:</b> Teachers lack the requisite training to teach the courses appropriately.</p> <p><b>Problem Statement 4:</b> Growth Indicator not met-- EB/EL TELPAS Progress Rate. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p> <p><b>Problem Statement 9:</b> AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Behavioral/Discipline issues continue to be a challenge for some students. <b>Root Cause:</b> Support student needs of social emotional issues</p>

**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 2:** Ensure 100% of students are prepared for college and/or career readiness.

**Evaluation Data Sources:** District Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue career and college ready opportunities and counseling. Counseling includes graduation planning, student interest inventory through Career Cruising, and a senior survey to assess program effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing evaluation of students graduation plan and endorsement tracking audits will be required.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean Campus Administrator(s), Counselor(s)</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> 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> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 2:</b> Ensure students enrolled in CTE courses have a sequenced pathway and that it is correctly identified in the four-year plans. <b>Root Cause:</b> Often times students' schedules are changed, and their coherent pathway is disrupted</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:** During the 2023-2024 school year, LHS will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

**Evaluation Data Sources:** Emergency Preparedness Manual Log

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ongoing safety support systems including but not limited to; school resource officers, laptop computers in all SRO's vehicles, emergency preparedness plan, students and staff viewing of safety video, safety drills, raptor management system, security cameras, and two-way radios, security kiosk, and new door camera buzzers on outside doors for access to the high school.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% safe and secure campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators School Chief Resource Office (SRO) Assistant Superintendent Teachers All Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> LHS continues to attempt to improve all security measures to better protect all stakeholders. <b>Root Cause:</b> Growing threats in our changing society.</p>

# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
3	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$100.00
<b>+/- Difference</b>					<b>\$100.00</b>
<b>Grand Total Budgeted</b>					\$100.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					<b>\$100.00</b>