

**Livingston Independent School District**  
**Livingston High School**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

**The mission of Livingston ISD, in partnership with families and community, is to provide an exemplary education that prepares students to become successful citizens.**

## Vision

**Livingston ISD...**

**Empowering and Inspiring Excellence**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Livingston High School is a rural and diverse campus in East Texas. LHS has an enrollment of 1,053 students. 67% of our students are Economically Disadvantaged. 66% of the population is white, 20% is Hispanic, 10% is African American, and 4% is a combination of two or more races and others. An 15.7% mobility rate for the district as well.

### Demographics Strengths

A demographic strength is a diverse population among race and economic status.

We have a good teacher/student ration with manageable class sizes.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Sub population students who take the EOC as a re-tester fail at a significant rate except for Algebra I. **Root Cause:** Interventions are needed for re-testing students who are assigned to a different course. Algebra I has an algebraic reasoning class as well as a pull-out teacher.

**Problem Statement 2:** Sub populations for males score at a significantly lower rate in math and science than their peers. **Root Cause:** Research would suggest that background knowledge plays an important role, the amount of intervention available, and professional development or closing the achievement gap is needed.

**Problem Statement 3:** Attendance has plateaued at less than 96% with about 95.3% for all students. **Root Cause:** We have a high mobility rate as well as low income students which research suggest need motivation to attend.

# Student Academic Achievement

## Student Academic Achievement Summary

Livingston High School Met Standard on:

Student Achievement

Student Progress

Closing performance gaps

Post Secondary Readiness

LHS has performed less than state average on STAAR tests as well as SAT and ACT. However, participation in Dual Credit is above average with a high completion rate. Students are offered multiple endorsements as well as certifications that will help them to be career and post-secondary ready. We also received two distinctions in College and Career Readiness and Closing the Gaps.

## Student Academic Achievement Strengths

Strengths for LHS have been the percentage of students who graduate with an endorsement. Also the percentage of students who have a plan for after high school including college, trade school, military, or job offer.

Students enrolled and who complete dual credit course finish with a high grade and GPA.

Students who were first year testers increased in multiple EOC tested areas. English I went from 53% to 60%, English II went from 53% to 68%, Biology went from 73% to 86%, and US History went from 81% to 90%.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** English EOC scores remain under the state average even with growth this year. **Root Cause:** Students throughout the district are a low in ELA. Our teacher turnover has been an issue, but this upcoming year we will have the same teachers.

**Problem Statement 2:** SAT and ACT scores are lower than comparison groups. **Root Cause:** English III/IV teachers as well as Algebra II and Pre-Cal

teachers have not addressed SAT/ACT math questions in the rigor they need to be asked.

**Problem Statement 3:** EOC re-testers fail at an 80% plus rate. **Root Cause:** Additional tutoring is needed for students who still need to take an EOC test, but do not have the course work during the day.

# School Processes & Programs

## School Processes & Programs Summary

**Instructional:** Students are offered course in a face to face setting with a low and manageable teacher to student ratio. Teachers use lesson plans, common conferences, data, and lead4ward to make informed decisions. Teachers are responsible for maintaining and monitoring student development, growth and needs in order to know when to provide interventions or enrichment. Our school offers dual credit course paid for by the district to achieve the districts goal of growing college and career ready students.

**Curricular:** LHS implements the district curriculum with fidelity and integrity. The common based assessments, walk-thru data, and administrative conversations are used to hold the teachers accountable to the TEKS. Course offerings in CTE are numerous and all students are encouraged to graduated with an endorsement. Classes are required to be taught on grade level and with an adequate amount of rigor to prepare our students.

**Personnel:** The staff is provided trainings from district level administrators in regards to technology, rigor for instruction, and managerial task. New teacher meetings are held monthly to assist new teachers to the district understand the core values. New teachers meet with the principal weekly to discuss strengths and needs of growth. Each teacher is supported by an assistant principal and a principal.

**Administrative:** The administrative team includes Principal, Associate Principal, three assistant principals. Each assistant principal is assigned to an educational department, a number of students by alpha, and job responsibilities. The associate principal takes care of CTE as well as 504, special education, homebound, homeless, and other managerial tasks. The principal oversees each person on the campus and handles concerns as well as Level I grievances.

## School Processes & Programs Strengths

Curricular accountability is a strength of the campus. Teachers teach to the TEKS and align their instruction with the district scope and sequence.

The tested curriculum is accurate and comparable to student's test scores on EOC.

Administrative organization is a strength with each person knowing and fully understanding their role.

Technology integration is a strength with each student having a Chromebook as well as the district providing trainings for teachers to adequately teach with the technology.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Instruction is taught at a low rigor for the majority and the taught curriculum is not aligned with the test curriculum. **Root Cause:** There are many new teachers who need to be adequately trained with professional development.

**Problem Statement 2:** Teachers don't identify students who are retesting for their EOC. **Root Cause:** Administration needs to do a better job of sharing students and data with teachers about previous years of students.



# Perceptions

## Perceptions Summary

LHS this year sat down as a staff and worked on the Mission, Vision, Values and Goals for the 2018-2019 school year. It was determined that with the amount of change that the campus was not on the same page. The campus came up with:

**Mission:** LHS exists to unite with parents and the community to provide a college and career ready education in order to cultivate students who are lifelong learners and productive citizens.

**Vision:** Every LHS student will graduate college and career ready feeling empowered to have full control and ownership of their future.

## **Values:**

### **Positivity**

In your thoughts

In your words

Surround yourself with positive people

### **Validation**

Support your peers

Encourage others

Give credit where credit is due

### **Professionalism**

Conversations

Dress

### **Collaboration**

Get out of isolation

Strive together

**Accountability**

Match your actions to your words

Can't Blame Others

Own the final results

**Perceptions Strengths**

Teachers feel supported by the administration. Students understand that the counseling staff as well as the administrative team is here to support their growth.

LHS offers oppurtunities to low income students that are not offered at other schools our size.

Technology leaders of East Texas.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Implementing and maintaining a culture of high expectations. **Root Cause:** The staff has not been together long enough to build the culture on the campus.

**Problem Statement 2:** Alignment of the curriculum being taught and how it is tested and assessed. **Root Cause:** Teachers stay on the surface level on the curriculum and do not break down the TEKS.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: October 10, 2018

## **Goal 1: Student Achievement and Post Secondary Success**

**Livingston ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.**

**Performance Objective 1:** EOC courses will begin to use Common Assessments and input their results into Eduphoria to provide more frequent data.

**Evaluation Data Source(s) 1:** PLC will evaluate the effectiveness of the common assessments.

**Summative Evaluation 1:**

**Goal 1:** Student Achievement and Post Secondary Success

Livingston ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 2:** Taught lessons will be more aligned to the tested curriculum.

**Evaluation Data Source(s) 2:** PLCs, administrators, and other personnel will discuss data, lesson plans, and downeys to help teachers align taught curriculum.

**Summative Evaluation 2:**

**Goal 1:** Student Achievement and Post Secondary Success

Livingston ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 3:** SAT/ACT scores will become a focus in English III/IV classes as well as advanced math classes.

**Evaluation Data Source(s) 3:** Students being assessed using SAT/ACT type questions

**Summative Evaluation 3:**

**Goal 1: Student Achievement and Post Secondary Success**

Livingston ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 4:** Special Education students will be a focus of teachers who are assigned students with a special education indicator. We will try to decrease the gap between special education students and on-level students by 5%.

**Evaluation Data Source(s) 4:** Reviewing CBA data of the special population. Working with our support teachers to help those students grow.

**Summative Evaluation 4:**

**Goal 1: Student Achievement and Post Secondary Success**

Livingston ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 5:** Overall increases to EOC testing to have each group at or above state average including meets grade level.

**Evaluation Data Source(s) 5:** End of year report. CBA monitoring throughout the year.

**Summative Evaluation 5:**

**Goal 2: Fiscal Responsibility**

**Livingston ISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.**

**Performance Objective 1:** Operate the budget with no overages for any portion. Continue to focus on a goal based budget that allows us to put money where we need to grow in certain areas.

**Evaluation Data Source(s) 1:** Monthly checks of the budget. Getting information to the person in charge of that budget about how much is left and what can be spent.

**Summative Evaluation 1:**

**Goal 3: Recruitment, Development, and Retention of Staff**

**Livingston ISD will employ, develop and retain highly qualified staff to maximize learning for all students.**

**Performance Objective 1:** All new teachers hired for this school year will show growth and will remain for next school year.

**Evaluation Data Source(s) 1:** New Teacher meetings monthly. 1 on 1 conversations every two months to discuss issues, growth, and evaluations

**Summative Evaluation 1:**

## **Goal 4: Parents and Community**

**Livingston ISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.**

**Performance Objective 1:** Meet with parents throughout the year to discuss major events in the school.

**Evaluation Data Source(s) 1:** Host open house with Q&A. Host committee meeting for graduation. Host two senior parent meetings. Host Dual Credit meeting for incoming 9th grade and students in school.

**Summative Evaluation 1:**

## **Goal 5: Safe Schools**

**LISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.**

**Performance Objective 1:** Work with local agencies to sure up our lockdown drill and plan.

**Evaluation Data Source(s) 1:** Conversations with local agencies. Work with the district safety committee. Review plan with staff and administration.

**Summative Evaluation 1:**

**Goal 5: Safe Schools**

LISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

**Performance Objective 2:** Monitor fire drills, shelter in place drills, and other drills as needed to make sure they are running efficiently.

**Evaluation Data Source(s) 2:** Discussions after each drill with site team and teachers.

**Summative Evaluation 2:**

**Goal 6: Communication**

**Livingston ISD will promote and enhance two way communication among our staff and our community to maximize the success of all students.**

**Performance Objective 1:** Inform Mrs. Birdwell of events, student achievements, outside of school news pertaining to students, clubs, organizations, etc.

**Evaluation Data Source(s) 1:** Have communication on multiple outlets throughout the district. Keep an updated calendar. Communicate with Mrs. Birdwell throughout the year.

**Summative Evaluation 1:**



# State Compensatory

## Budget for Livingston High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$277,860.15
129	6129 Salaries or Wages for Support Personnel	\$36,648.82
<b>6100 Subtotal:</b>		<b>\$314,508.97</b>
<b>6200 Professional and Contracted Services</b>		
219	6219 Professional Services	\$2,600.00
<b>6200 Subtotal:</b>		<b>\$2,600.00</b>
<b>6300 Supplies and Services</b>		
315	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$4,903.00
<b>6300 Subtotal:</b>		<b>\$4,903.00</b>
<b>6400 Other Operating Costs</b>		
413	6413 Stipends - Non-employee	\$9,980.00
<b>6400 Subtotal:</b>		<b>\$9,980.00</b>