

Livingston Independent School District
District Improvement Plan
2018-2019



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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Achievement	7
District Culture and Climate	8
Curriculum, Instruction, and Assessment	9
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
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.	15
Goal 2: Fiscal Responsibility Livingston ISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	40
Goal 3: Recruitment, Development, and Retention of Staff Livingston ISD will employ, develop and retain highly qualified staff to maximize learning for all students.	43
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.	51
Goal 5: Safe Schools LISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	53
Goal 6: Technology Livingston ISD will provide technology infrastructure, tools and solutions to meet the administrative requirements of the District and to maximize learning for all students.	56
Goal 7: Communication Livingston ISD will promote and enhance two way communication among our staff and our community to maximize the success of all students.	58

Comprehensive Needs Assessment

Needs Assessment Overview

Livingston Independent School District has developed a District plan that guides the District and campus staff in the attainment of the District's vision, mission and goals through a continuous cycle of improvement. The plan encompasses the goals of the District, the annual performance objectives, the improvement strategies to achieve each objective, the project manager(s) responsible for the oversight of each strategy, a time line for ongoing monitoring of the strategies, the resources needed to implement the identified strategies, the formative evaluation of each strategy and the summative indicator for each performance objective.

As part of the continuous improvement cycle, a curriculum audit was conducted by the Texas Curriculum Management Audit Center with the Texas Association of School Administrators. Findings were presented in June, 2015 and have been incorporated into the development of this plan. In addition, a comprehensive performance evaluation is conducted annually to study multiple types of data on student performance and targeted outcomes, to analyze trends and patterns within and across the data, and to identify casual factors. The results of the Annual Performance Report are used in the development of the annual performance objectives that ensure the attainment of the District's goals.

Student performance data on the State of Texas Assessment of Academic Readiness (STARR) and additional information from the Texas Academic Indicator System (TAIS), and Performance Based Monitoring System (PBMAS) and preponderance of data from the annual District performance evaluation are used in determining targets. Other sources of information include input from parents, community, business leaders, administrators, and teachers through the District Level Planning and Decision Making Committee, the PTO, the campus principals and teachers, the curriculum, instruction and assessment teams and the superintendent's cabinet.

The State of Texas Assessment of Academic Readiness (STARR) is the assessment instrument for grades 3-8 that began in Spring, 2012, and End of Course (EOC) exams were also introduced beginning with 2012 ninth grade students. The STARR and EOC assessments and curriculum audit findings drive our focus on data analysis, curriculum development and analysis, and instructional strategies through the lens of an increased level of alignment, depth, rigor and complexity that is taught and assessed. The following are reviewed in the district needs assessment:

1. Student Achievement: STAAR Performance, College, Career and Military Readiness, and Graduation Rate
2. School Progress: Academic Growth, Relative Performance
3. Closing the Gaps of student groups

Districts receive an Overall rating and are rated in the three areas above using an A, B, C, D, or F system.

Campuses receive an Overall rating and are rated in the three areas above using a 'Met Standard' or 'Improvement Required' system.

- Distinction designations recognize high performance by students in academics and on broader indicators of excellence beyond results based on state assessments, to include: ELA/Reading, Mathematics, Science, Social Studies, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps.

Demographics

Demographics Summary

Livingston Independent School District continues to be a stable growth school district and currently serves 3,933 students from Pre-kindergarten through grade 12, and consists of 3 elementary schools, one middle school, one junior high school, one high school, one LHS alternative academy and one DAEP. Livingston ISD spends \$11,187 per student and there are 14.6 students per teacher.

Demographics Strengths

Livingston ISD continues to strive to provide a superior education and overall positive experience for all learners in and out of the classroom. The Livingston community is vibrant and home to 5,372 residents with a median home price of \$84,100 and an unemployment rate of 6.2%. The community is very supportive of the school district.

Student Achievement

Student Achievement Summary

The academic year of 2017-2018 had a state accountability model that sort districts by grades of A, B, C, D, and F, and campuses into two rankings 'Met Standard' or 'Improvement Required.' Livingston ISD received an Overall rating of 'C' and all of its campuses received Overall ratings of 'Met Standard', except Livingston Intermediate School which received an 'Improvement Required' rating.

In 2017-18 Livingston High School earned distinction designations in Postsecondary Readiness and in Comparative Closing the Gaps. Timber Creek Elementary earned distinction designations in Academic Achievement in ELA/Reading, Mathematics, and Postsecondary Readiness. Please see the TEA's 2018 Accountability Ratings Overall Summary for Livingston ISD and campuses to review the remainder of the ratings.

Locally developed criterion referenced assessments that align to the District curriculum are being developed and will provide one source of data for guiding instructional decisions and intervention support. They point the direction for how to continuously improve instruction and help students to achieve. Data is evaluated routinely to adjust instructional emphasis at the student, classroom, campus and district levels. The use of local data and state data in the Livingston Independent School District's 2018-2019 District Improvement Plan provides quantitative and qualitative evidence of student acquisition of fundamental skills. Early, intensive interventions are provided for students not progressing toward meeting grade level standards. Our local assessment program consists of periodic assessments and quarterly district assessments which provide evidence of student mastery of the TEKS and allow for curriculum adjustments based on highlighted deficiencies.

Livingston ISD will continue to focus on data analysis processes including closing the gap analysis and in process measures to provide the basis for standardization, abandonment and improvement.

Student Achievement Strengths

Livingston ISD students received B's or C's on all target areas of the State's accountability system at the District level. In 2017-18 Livingston High School earned distinction designations in Postsecondary Readiness and in Comparative Closing the Gaps. Timber Creek Elementary earned distinction designations in Academic Achievement in ELA/Reading, Mathematics, and Postsecondary Readiness. Please see the TEA's 2018 Accountability Ratings Overall Summary for Livingston ISD and campuses to review the remainder of the ratings.

District Culture and Climate

District Culture and Climate Summary

Livingston ISD annually distributes a survey to gauge the satisfaction of students, parents and staff regarding the overall climate of the district. In the 2017-2018 school year the perception data revealed that the perception about the educational experience was virtually the same throughout the district. The climate strengths were similar as well as the challenges. Our goal continues to be based on the idea of being a responsive learning organization that addresses the needs of the stakeholders in a timely and efficient manner.

District Culture and Climate Strengths

Our strengths as revealed through the perception data were:

- Parents believe their children are safe in LISD schools
- Students believe their teachers believe in them
- Staff members believe they have the opportunity to develop their skills

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Standard 1: The School District Demonstrates Its Control of Resources, Programs, and Personnel

Finding 1.1 – The quality of the Livingston ISD board policies and administrative regulations is inadequate to provide local control and consistent curriculum management.

Finding 1.2 – Control of human resources through complete and accurate job descriptions and the sound organization of key positions is inadequate for successful system and curriculum management.

Finding 1.3 – Quality planning is emergent under new district leadership, but important elements of planning and plans are missing or inadequate to guide central and campus decision making in meeting district goals

Standard 2: The School District Has Established Clear and Valid Objectives for Students

Finding 2.1 – The district is in transition from using CSCAPE to developing its own curriculum and, therefore, currently has no written curriculum documents. The quality of the textbooks and purchased programs utilized in the classroom in lieu of a written curriculum is not adequate to guide instruction.

Standard 3: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation

Finding 3.1 – The district’s expectations for instructional practices were not observed at a high frequency by auditors during classroom visits, nor are they supported by focused professional development.

Finding 3.2 – Monitoring the delivery of instruction as a means of providing constructive feedback to teachers is an expectation in the Livingston ISD; however, expectations lack clarity, and current practice does not adequately support improvement of teaching and learning.

Standard 4: The School District Uses the Results from District-Designed and/or –Adopted Assessments to Adjust, Improve, or Terminate Ineffective Practices or Programs

Finding 4.1 – Assessment trends continue to show student achievement below the state average in reading, writing, mathematics, and social studies. Achievement gaps between economically disadvantaged and non-economically disadvantaged students exist in all content areas.

Finding 4.2 – The scope of formal student assessment is inadequate to monitor and evaluate student achievement and to provide sufficient data for making sound curricular decisions

Finding 4.3 – The district’s formative assessment tools and processes do not provide a reliable system for measuring student mastery of the curriculum throughout the school year or in predicting performance on the high stakes summative tests.

Finding 4.4 – The value of using student achievement data as feedback for instructional improvement is commonly understood across the district, and some use of data for this purpose is evident. However, efforts are fragmented and shallow, do not include program evaluation data, and have had little impact on student achievement.

Standard 5: The School District Has Improved Productivity

Finding 5.1 – The district’s current budget development process, a traditional prior-year “roll-over” model, does not support the allocation of funds in a cost-benefit, priority-based, or equitable manner to promote high levels of learning by all students.

Technology

Technology Summary

Livingston ISD continues to evaluate the role of technology in the classroom. The hardware and software application available to Livingston ISD students is on the rise. The Board of Trustees and Livingston ISD see the value of technology to enhance the learning experience of students and teachers. This philosophy fuels the decision to invest heavily in technology to support the teaching and learning on every campus and in every content area.

Technology Strengths

Livingston ISD is committed to providing equity in the realm of educational technology. LISD implements a Bring Your Own Device (BYOD) policy. Technology is a tool that students are encouraged to utilize and is integrated throughout the Pre-K-12 curriculum. Recently, Chrome Books were provided for all students. We believe that over the next 4 years we will produce graduates who are technologically proficient and who have an opportunity to define their own learning experience.

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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

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: Increase the percentage of all LISD students passing the STAAR Reading assessment at the Approaches Grade Level Standard from 65% to 72%, and Meets Grade Level Standard from 34% to 44%.

Evaluation Data Source(s) 1: Evaluate success using Texas Academic Performance Report (TAPR), TEA State Accountability Summary Ratings and data generated thru district purchased (ESC contracted) software. Evaluate success of curriculum refinement and reinforcement with the curriculum audit recommendations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop, adopt and publish a Pre-K -12 vertically and horizontally aligned reading curriculum.	Superintendent CAO Curriculum Coordinators Reading Teachers	100% Pre-K-12 reading curriculum documents are adopted, written, published and implemented. All reading teachers have access to and are using the Pre-K -12 reading curriculum as evidenced by audited lesson plans and walkthroughs. Improved performance for all students and all student groups on reading state assessment.				

<p>2) Provide professional development on the use and implementation of high yield reading strategies to all teachers across the curriculum.</p>	<p>CAO Curriculum Coordinators PreK-12 Teachers</p>	<p>Common walkthrough tool and language is in practice across all grade levels and campuses and is used to provide instructional feedback.</p> <p>Walkthrough form is created, common language developed, is calibrated and used for all walkthroughs. Data from audited walkthrough forms show calibration across campuses and evaluators.</p>				
<p>3) Use common walkthrough tool with fidelity that develops a common language and is calibrated across campuses and evaluators.</p>	<p>CAO Curriculum Coordinators Campus Administrators</p>	<p>Common walkthrough tool and language is in practice across all grade levels and campuses and is used to provide instructional feedback.</p> <p>Walkthrough form is created, common language developed, is calibrated and used for all walk throughs. Data from audited walkthrough forms show calibration across campuses and evaluators.</p>				
<p>4) Provide professional development to all reading and ELA teachers on what the ELA and Reading TEKS mean and how they are assessed.</p>	<p>CAO Curriculum Coordinators Campus Administrators ELA/Reading Teachers</p>	<p>Lesson plans, teacher developed materials, periodic assessments and common assessments are reflective of a deep understanding of the TEKS.</p> <p>100% of audited lesson plans and walkthroughs show teacher instructional planning and delivery are based on a deep understanding of the TEKS and how they are assessed. Improved performance for all students and all student groups on the reading state assessment.</p>				

<p>5) Develop and implement assessments Pre-K - 12 for use periodically to gather data for diagnostic and prescriptive purposes</p>	<p>CAO Curriculum Coordinators Director of SPED; ESL 504 Coordinator Dyslexia Specialist Representative ELA/Reading Teachers</p>	<p>Lesson plan, design and delivery, show the use of common assessment data to plan interventions, enrichment's, reteach and grouping. Common assessments are developed, administered and data is being used to guide instruction. Improved performance for all students and all student groups on the reading state assessment</p>				
<p>6) Implement with fidelity and monitor: I Station Reading, SRA Reading Mastery ,Response to Intervention, and district common instructional framework.</p>	<p>CAO Campus Administrators Curriculum Coordinators ELA/Reading Teachers</p>	<p>Lesson plans Walkthroughs Data reports. 100% of audited lesson plans and walkthroughs show implementation of these programs and strategies. There is improved performance on common assessments. Improved performance for all students and all student groups on the reading state assessment.</p>				
<p>7) Develop a data base of rigorous and relevant lessons Pre-K-12 with supporting resources, developed by teachers and vetted by CAO and Curriculum Coordinators.</p>	<p>CAO Curriculum Coordinators Director of Technology ELA/Reading Teachers</p>	<p>Lesson bank of high rigor and relevant lessons, complete with resources, for teacher use is accessible on Eduphoria. Completed data base of lessons and resources on Eduphoria, data showing use of lessons, audited lesson plans. Improved performance for all students and all student groups on the reading state assessment.</p>				

8) Provide data reviews, protocols and training using Lead4ward reports to monitor and adjust curriculum, instructional delivery and interventions.	CAO Director of Technology Campus Administrators Curriculum Coordinators	Data Day agendas Protocols developed Lesson plans Walkthroughs. Common assessments are developed, administered and data is being used to plan and deliver targeted instruction. Improved performance for all students and all student groups on the reading state assessment.				
9) Provide professional development for all Honors ELA teachers to ensure success of all students enrolled in Honors ELA courses.	CAO Curriculum Coordinators Honors ELA Teachers	Professional development agendas, sign in sheets, item analysis and data disaggregation are available for review.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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: Increase the percentage of all LISD students passing the STAAR Writing assessment at Approaches Grade Level Standard from 51% to 67%.

Evaluation Data Source(s) 2: Evaluate success using Texas Academic Performance Report (TAPR), TEA State Accountability Summary Ratings and data generated thru district purchased (ESC contracted) software. Evaluate success of curriculum refinement and reinforcement with the curriculum audit recommendations.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop, adopt and publish a Pre-K -12 vertically and horizontally aligned ELA curriculum.	Superintendent CAO Curriculum Coordinators Director of SPED ESL Coordinator 504 Coordinator Dyslexia Specialist Director of Technology ELA Teachers	100% Pre-K-12 ELA curriculum documents are adopted, written, published and implemented. 100% of all ELA teachers have access to and are using the Pre-K -12 ELA curriculum as evidenced through audited lesson plans and walkthroughs. Improved performance for all students and all student groups on the ELA state assessment.				

<p>2) Provide professional development for all ELA teachers in the use of the curriculum documents in their lesson planning and instructional delivery. Each ELA teacher will develop a deep understanding of the ELA TEKS and how they are assessed.</p>	<p>CAO Curriculum Coordinators ELA Teachers</p>	<p>Professional development agendas, sign in sheets, curriculum documents, audited lesson plans and walkthroughs show evidence of daily use of curriculum documents and aligned resources.</p> <p>100% of audited lesson plans and walkthroughs show full implementation of the curriculum, sound planning and instructional delivery. Improved performance for all students and all student groups on the ELA state assessment.</p>				
<p>3) Select and provide professional development for all Pre-K-12 ELA teachers on a core set of research based instructional writing strategies.</p>	<p>CAO Curriculum Coordinators PreK-12 ELA Teachers</p>	<p>100% of audited lesson plans and walkthroughs show evidence of daily use of high yield reading strategies across the curriculum.</p> <p>Audited lessons plans and walkthroughs show full implementation of high yield writing strategies across all curriculum areas. Improved performance for all students and all student groups on ELA state assessment.</p>				

<p>4) Provide professional development to all reading and ELA teachers on what the ELA and Reading TEKS mean and how they are assessed.</p>	<p>CAO Curriculum Coordinators Campus Administrators ELA/Reading Teachers</p>	<p>Lesson plans, teacher developed materials, periodic assessments and common assessments are reflective of a deep understanding of the TEKS.</p> <p>100% of audited lesson plans and walkthroughs show teacher instructional planning and delivery are based on a deep understanding of the TEKS and how they are assessed. Improved performance for all students and all student groups on the reading state assessment.</p>				
<p>5) Develop and implement assessments Pre-K - 12 for use periodically to gather data for diagnostic and prescriptive purposes.</p>	<p>CAO Curriculum Coordinators Director of SPED ESL Coordinator 504 Dyslexia Specialist Representative ELA/Reading Teachers</p>	<p>Lesson plan, design and delivery, show the use of common assessment data to plan interventions, enrichment's, reteach and grouping.</p> <p>Common assessments are developed, administered and data is being used to guide instruction. Improved performance for all students and all student groups on the reading state assessment.</p>				
<p>6) Implement with fidelity and monitor: I Station Reading, SRA Reading Mastery, Response to Intervention, and , district common instructional framework.</p>	<p>CAO Campus Administrators Curriculum Coordinators ELA/Reading Teachers</p>	<p>Lesson plans Walkthroughs Data reports.</p> <p>100% of audited lesson plans and walkthroughs show implementation of these programs and strategies. There is improved performance on common assessments. Improved performance for all students and all student groups on the reading state assessment.</p>				

7) Develop a data base of rigorous and relevant lessons Pre-K-12 with supporting resources, developed by teachers and vetted by CAO and Curriculum Coordinators.	CAO Curriculum Coordinators Director of Technology ELA/Reading Teachers	Lesson bank of high rigor and relevant lessons, complete with resources, for teacher use is accessible on Eduphoria. Completed data base of lessons and resources on Eduphoria, data showing use of lessons, audited lesson plans. Improved performance for all students and all student groups on the reading state assessment.				
8) Provide data reviews, protocols and training using Lead4ward reports to monitor and adjust curriculum	CAO Director of Technology Campus Administrators Curriculum Coordinators	Data Day agendas Protocols developed Lesson plans Walkthroughs. Common assessments are developed, administered and data is being used to plan and deliver targeted instruction. Improved performance for all students and all student groups on the reading state assessment.				
9) Provide professional development for all Honors ELA teachers to ensure success of all students enrolled in Honors ELA courses.	CAO Curriculum Coordinators Honors ELA Teachers	Professional development agendas, sign in sheets, item analysis and data disaggregation are available for review.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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: Increase the percentage of all LISD students passing the STAAR Math assessment at the Approaches Grade Level Standard from 71% to 79%, and Meets Grade Level Standard from 37% to 46%.

Evaluation Data Source(s) 3: Evaluate success using Texas Academic Performance Report (TAPR), TEA State Accountability Summary Ratings and data generated thru district purchased (ESC contracted) software. Evaluate success of curriculum refinement and reinforcement with the curriculum audit recommendations.

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop, adopt and publish a Pre-K -12 vertically and horizontally aligned math curriculum.	Superintendent CAO Curriculum Coordinators Math Teachers	100% Pre-K-12 math curriculum documents are adopted, written, published and implemented. 100% of all Pre-K-12 math teachers have access to and are using the math curriculum. Improved performance for all students and all student groups on the math state assessment.				

<p>2) Provide professional development for all math teachers in the use of the curriculum documents in their lesson planning and instructional delivery.</p>	<p>CAO Curriculum Coordinators Math Teachers</p>	<p>Professional development agendas and sign in sheets are available for review. Audited lesson plans and walkthroughs show evidence of daily use of curriculum documents and aligned resources. 100% of audited lesson plans and walkthroughs show full implementation of the curriculum documents and high yield strategies, sound planning and instructional delivery. Improved performance for all students and all student groups on the math state assessment.</p>				
<p>3) Provide professional development on the use and implementation of high yield math strategies to all math teachers in: Small group math instruction, using data to track progress, use of math journals, including Exemplars into the math curriculum, critical thinking and problem solving skills.</p>	<p>CAO Curriculum Coordinators PreK-12 Math Teachers</p>	<p>Professional development agendas and sign in sheets are available for review. Audited lesson plans and walkthroughs show evidence of daily use of high yield math strategies. 100% of audited lessons plans and walkthroughs show full implementation of high yield math strategies in instructional planning and delivery. Improved student performance for all students and all student groups on the math state assessment.</p>				

<p>4) Create and provide training on the use of a common calibrated walkthrough form with a common language that incorporates literacy and identified, research based, instructional practices.</p>	<p>CAO Curriculum Coordinators Campus Administrators</p>	<p>Common walkthrough tool and language is in practice across all grade levels and campuses and is used to provide instructional feedback.</p> <p>Walkthrough form is created, common language developed, is calibrated and used for all walkthroughs and instructional feedback. Improved student performance for all students and all student groups on the math state assessment.</p>				
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<p>5) Provide professional development to all math teachers on what the TEKS mean and how they are assessed.</p>	<p>CAO Curriculum Coordinators Campus Administrators Math Teachers</p>	<p>Professional development agendas and sign in sheets are available for review. Lesson plans, teacher developed materials, teacher developed periodic assessment's and common assessments are reflective of a deep understanding of the TEKS and how they are assessed. 100% of all lesson plans, periodic assessments and common assessments are aligned to the TEKS. Improved performance for all students and all student groups on the math state assessment.</p>				
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<p>6) Develop and implement common assessments Pre-K - 12 for use periodically to gather data for diagnostic and prescriptive purposes.</p>	<p>CAO Curriculum Coordinators Director of SPED ESL Coordinator 504/Dyslexia Specialists Representative ELA/Reading Teachers Director of Technology</p>	<p>Common assessments are developed. Lesson plan, design and delivery shows the use of common assessment data to plan interventions, enrichment's, reteach and grouping. 100% of audited lesson plans and walkthroughs show aligned common assessments being administered and data being used to plan instruction, interventions, grouping and enrichment's. Improved student performance for all students and all student groups on math state assessment.</p>				
<p>7) Implement with fidelity and monitor: Tier II Intervention, curriculum alignment , vertically and horizontally, effective use of math manipulatives, co-teaching in math for Tier I instruction, small group instruction, tracking individual progress through the use of data and use of math journals.</p>	<p>CAO Curriculum Coordinators ESL Coordinator Director of SPED Campus Administrators Math Teachers</p>	<p>Lesson plans, walkthroughs and data reports show degree of implementation. 100% of audited lesson plans, walkthroughs and data reviews show fidelity of implementation. Improved performance for all students and all student groups on math state assessment.</p>				

<p>8) Develop a data base of rigorous and relevant math lessons Pre-K-12 with supporting resources, developed by teachers and vetted by CAO and Curriculum Coordinators</p>	<p>CAO Curriculum Coordinators Director of Technology Math Teachers</p>	<p>Lesson bank of high rigor and relevant lessons, complete with resources, is available for teacher use on Eduphoria.</p> <p>Completed data base of lessons and resources on Eduphoria. Data reports show use of lesson banks. Improved student performance for all students and all student groups on math state assessment.</p>				
<p>9) Provide data reviews, protocol and training using Lead4ward reports to monitor and adjust curriculum, instructional delivery and interventions.</p>	<p>CAO Curriculum Coordinators Director of Technology Campus Administrators Math Teachers</p>	<p>Data Day agendas and list of adjustments made to curriculum are available for review.</p> <p>100% of audited lesson plans and walkthroughs show the use of data and Lead4ward reports to design and deliver instruction and establish groupings, interventions and enrichment's. Improved performance for all students and all student groups on math state assessment.</p>				
<p>10) Provide professional development for all Honors Math teachers to ensure success of all students enrolled in Honors Math courses.</p>	<p>CAO Curriculum Coordinators Honors Math Teachers</p>	<p>Professional development agendas, sign in sheets, item analysis and data disaggregation are available for review.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

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: Increase the percentage of all LISD students passing the STAAR Social Studies assessment at the Approaches Grade Level Standard from 79% to 87%.

Evaluation Data Source(s) 4: Evaluate success using Texas Academic Performance Report (TAPR), TEA State Accountability Summary Ratings and data generated thru district purchased (ESC contracted) software. Evaluate success of curriculum refinement and reinforcement with the curriculum audit recommendations.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) . Develop, adopt and publish a Pre-K -12 vertically and horizontally aligned social studies curriculum.	Superintendent CAO Instructional Specialists Director of SPED ELL Coordinator 504 Dyslexia Specialist Social Studies Teachers	100% Pre-K-12 social studies curriculum documents are adopted, written, published and implemented. 100% of all social studies teachers have access to and are using the PreK -12 social studies curriculum and aligned resources. Improved performance for all students and all student groups on social studies state assessment.				
2) Provide professional development for all social studies teachers in the use of the curriculum documents in their lesson planning and instructional delivery.	CAO, Curriculum Coordinators Social Studies Teachers	Professional development agendas and sign in sheets are available for review. 100 % of audited lesson plans and walkthroughs show full implementation of the curriculum documents and resources resulting in aligned planning and instructional delivery. Improved performance for all students and all student groups on the social studies state assessment.				

<p>3) Provide professional development in the use and integration of social studies TEKS through ELA classrooms K-8 and use of high yield reading strategies across curricular areas Pre-K-12.</p>	<p>CAO Curriculum Coordinators PreK-12 Teachers</p>	<p>100% of audited lesson plans and walkthroughs show evidence of daily use of high yield reading strategies across the curriculum.</p> <p>100% of audited lessons plans and walkthroughs show full implementation of high yield reading strategies across all curriculum areas and integration of social studies TEKS into ELA curriculum. Improved performance for all students and all student groups on the social studies and ELA state assessments.</p>				
<p>4) Create and provide training on the use of a common calibrated walkthrough form with a common language that incorporates literacy and identified, research based, instructional practices.</p>	<p>CAO Curriculum Coordinators Campus Administrators Director of Technology</p>	<p>Common walkthrough tool and language is in practice across all grade levels and campuses and is used to provide instructional feedback.</p> <p>Walkthrough form is created, common language developed, is calibrated and used for all walkthroughs to provide instructional feedback. Improved performance for all students and all student groups on social studies state assessment.</p>				
<p>5) Provide professional development to all social studies teachers on what the TEKS mean and how they are assessed.</p>	<p>CAO Curriculum Coordinators Campus Administrators Director of Technology Social Studies Teachers</p>	<p>Professional development agendas and sign in sheets are available for review.</p> <p>100 % of audited lesson plans and walkthroughs show full implementation of the curriculum documents and resources resulting in aligned planning, instructional delivery and assessment. Improved performance for all students and all student groups on the social studies state assessment.</p>				

<p>6) Develop and implement common social studies assessments Pre-K - 12 for use periodically to gather data for diagnostic and prescriptive purposes.</p>	<p>CAO Curriculum Coordinators Director of SPED ELL Coordinator 504/Dyslexia Specialists Representative Social Studies Teachers</p>	<p>Common assessments are fully developed and implemented. Lesson plan design and delivery show the use of common assessment data to plan interventions, enrichment, reteach and grouping.</p> <p>Common assessments are used by 100% of all social studies teachers, data collected and used for diagnostic and prescriptive purposes as evidenced in lesson plans, walkthroughs, student grouping, enrichment's and interventions. Improved performance for all students and all student groups on the social studies state assessments</p>				
<p>7) Implement with fidelity and monitor: use of primary and secondary sources, gallery walks, interactive notebooks, Frier vocabulary, Problem Based Learning, Lead4ward strategies and Tier I differentiated instruction.</p>	<p>CAO Curriculum Coordinators ESL Coordinator Director of SPED ELL Coordinator Campus Administrators Social Studies Teachers</p>	<p>Lesson plans, walkthroughs and data reports show implementation of identified strategies.</p> <p>100% of audited lesson plans and walkthroughs show implementation of identified programs and strategies. Data reports are monitored. Improved performance for all students and all student groups on the social studies state assessment.</p>				
<p>8) Develop a data base of rigorous and relevant lessons Pre-K-12 with supporting resources, developed by teachers and vetted by CAO and Curriculum Coordinators</p>	<p>CAO Curriculum Coordinators Director of Technology Social Studies Teachers</p>	<p>Lesson bank of high rigor and relevant lessons, complete with resources, is available for teacher use on Eduphoria.</p> <p>Completed lesson bank and resources are available on Eduphoria and data shows teacher usage. Improved student performance for all students and all student groups on social studies state assessment.</p>				

<p>9) Provide data reviews, protocol and training using Lead4ward reports to monitor and adjust curriculum, instructional delivery and interventions.</p>	<p>CAO Instructional Specialists Social Studies Teachers</p>	<p>Data day agendas, sign in sheets, protocols and data from reports are available for review.</p> <p>100% of audited lesson plans and walkthroughs show the use of data in instructional planning and delivery. Improved performance for all students and all student groups on the social studies state assessment.</p>				
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= Accomplished



= Continue/Modify



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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: Increase the percentage of all LISD students passing the STAAR Science assessment at the Approaches Grade Level Standard from 73% to 80%.

Evaluation Data Source(s) 5: Evaluate success using Texas Academic Performance Report (TAPR), TEA State Accountability Summary Ratings and data generated thru district purchased (ESC contracted) software. Evaluate success of curriculum refinement and reinforcement with the curriculum audit recommendations.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Adopt, write, publish and implement a Pre-K - 12 vertically and horizontally aligned science curriculum.	Superintendent CAO Instructional Specialists Director of SPED Coordinator of ELL 504 Dyslexia Specialist Science Teachers	100% Pre-K-12 science curriculum documents are adopted, written, published and implemented. All science teachers have access to and are implementing the Pre-K-12 science curriculum. 100% of audited lesson plans and walkthroughs show implementation. Improved performance for all students and all student groups on the science state assessment.				
2) Provide professional development for all science teachers in the use of the curriculum documents for their lesson planning and instructional delivery.	CAO Curriculum Coordinators Science Teachers	Professional development agendas and sign in sheets are available for review. 100% of audited lesson plans and walkthroughs show full implementation of curriculum documents and aligned resources, sound planning and instructional delivery. Improved performance for all students and all student groups on science state assessment.				

<p>3) Create and provide training on the use of a common calibrated walkthrough form with a common language that incorporates literacy and identified, research based, instructional practices.</p>	<p>CAO Curriculum Coordinators Campus Administrators</p>	<p>Professional development agendas, sign in sheets are available for review. Common walkthrough tool and language is developed and in practice across all grade levels and campuses and is used to provide instructional feedback.</p> <p>Walkthrough form is created, common language developed, is calibrated and used for all walk throughs Data collected from walkthrough show calibration across campuses and evaluators. Improved performance for all students and all student groups on science state assessment.</p>				
<p>4) Provide professional development to all science teachers on what the TEKS mean and how they are assessed.</p>	<p>CAO Curriculum Coordinators Campus Administrators Pre-K -12 Science Teachers</p>	<p>Professional development agendas and sign in sheets are available for review. Professional development agendas and sign in sheets are available for review.</p>				

<p>5) Develop and implement science common assessments Pre-K-12 for use periodically to gather data for diagnostic and prescriptive purposes.</p>	<p>CAO Curriculum Coordinators Director of SPED ELL Coordinator 504/Dyslexia Specialists Representative Science Teachers</p>	<p>Common assessments are developed and implemented. Lesson plans, design and instructional delivery show the use of common assessment data to plan interventions, enrichment's, reteach and grouping.</p> <p>100% of audited lesson plans and walkthroughs show full implementation of curriculum documents, use of common assessments,aligned resources, sound planning, and data driven instructional delivery Improved performance for all students and all student groups on science state assessment.</p>				
<p>6) Implement with fidelity and monitor: Use of anchor charts, Word Walls, Tier I Differentiated Instructional Strategies, 5E Lessons in Science and use of science interactive notebooks K-12.</p>	<p>CAO Curriculum Coordinators Campus Administrators Pre-K -12 Science Teachers</p>	<p>Lesson plans Walkthroughs Data reports.</p> <p>100% of audited lesson plans, walkthroughs and periodic common assessment data show high levels of implementation. Improved performance for all students and all student groups on science state assessment.</p>				
<p>7) Develop a data base of rigorous and relevant lessons Pre-K-12 with supporting resources, developed by teachers and vetted by CAO and Curriculum Coordinators.</p>	<p>CAO Curriculum Coordinators Director of Technology Science Teachers</p>	<p>Lesson bank of high rigor and relevant lessons, complete with aligned resources,is available for teacher use on Eduphoria.</p> <p>Completed data base of lessons and resources on Eduphoria and data reports show teacher usage. Improved performance for all students and all student groups on science state assessment.</p>				

<p>8) Provide data reviews, protocol and training using Lead4ward reports to monitor and adjust curriculum, instructional delivery and interventions.</p>	<p>CAO</p>	<p>Documented curriculum changes Data Day meeting agendas Professional Development agendas and sign in sheets are available for review. Lead4ward data reports.</p> <p>Documented and incorporated curriculum changes, walkthroughs and lesson plans shows use of data to inform instruction. Improved performance for all students and all student groups on science state assessment.</p>				
<p>9) Provide professional development for all Advanced Placement and Honors teachers to ensure success of all students enrolled in advanced science courses.</p>	<p>CAO Curriculum Coordinators Advanced Science Teachers</p>	<p>Professional development agendas, sign in sheets, item analysis and data disaggregation are available for review.</p> <p>100% of all students enrolled in an AP course take the AP exam. Increased numbers of students passing with a score of 3 or higher on AP exams in science.</p>				
<p>10) Ensure science instruction is following state mandates on percent of time spent focusing on lab activities.</p>	<p>Curriculum Coordinators Campus Administrators Science Teachers</p>	<p>Lesson plans, Walkthroughs</p> <p>100% of audited lesson plans and walkthroughs show 50% or greater lab instructional time in all science classes. Improved performance for all students and all student groups on science state assessment.</p>				

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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 6: Closing the Gaps for Reading and Math Meets Grade Level Standard or above for math and reading:





- African American reading will be 32%, math will be 31%.
- Hispanic reading will be 37%, math will be 40%.
- White reading will be 60%, math will be 59%.
- Two or More Races reading will be 56%, math will be 54%.
- Economically Disadvantaged reading will be 33%, math will be 36%.
- English Language Learners reading will be 29%, math will be 40%.
- Current Special Education reading will be 19%, math will be 23%.
- Former Special Education reading will be 36%, math will be 44%.
- Continuously Enrolled reading will be 42%, math will be 45%.
- Non-Continuously enrolled reading will be 42%, math will be 45%.

Evaluation Data Source(s) 6: Evaluate success using Texas Academic Performance Report (TAPR), TEA State Accountability Summary Ratings and data generated thru district purchased (ESC contracted) software. Evaluate success of curriculum refinement and reinforcement with the curriculum audit recommendations.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

<p>1) Use data reports from STARR, PBMAS, AYP, TAIS, common assessments, Lead4ward and interventions to measure the number of students performing on target, attaining advanced performance, or are in need of prescriptive interventions.</p>	<p>CAO Curriculum Coordinators Director of SPED Director of Technology ELL Coordinator Teachers</p>	<p>Data from common assessments will yield an increase in the number of students performing on target or attaining advanced performance throughout the 2016-2017 school year.</p> <p>100% of audited lesson plans and walkthroughs show the effective use of data reports to plan, deliver and target instruction. Improved performance for all students and all student groups on all state assessments. Performance gaps between groups are closed.</p>				
<p>2) All student performance for all student groups are monitored at 4 week intervals and curriculum pacing adjusted as needed.</p>	<p>CAO Curriculum Coordinators Director of SPED ELL Coordinator Campus Administrators RTI teams Teachers</p>	<p>Data Day agendas and sign in sheets Periodic assessment data Common assessment data Intervention data Lesson Plans Walkthrough data PLC minutes and agendas .</p> <p>All performance indicators are met for all students and all student groups on all state assessments. Performance gaps between groups are closed.</p>				

3) Develop, train, implement and monitor with fidelity the RTI procedures Pre-K-12.	CAO Curriculum Coordinators ESL Coordinator Counselors Director of SPED Campus Administrators	Professional Development agendas Sign in sheets Periodic assessment data. 100% of teachers are trained in RTI and are implementing with fidelity as evidenced by planned interventions and data monitoring. All performance indicators are met for all students and all student groups on all state assessments. Performance gaps between groups are closed.				
4) Increase the student attendance rate to 97% or higher by: Monitoring district attendance rates by quarter for all schools and all students; complete instruction in courses during home bound periods and report attendance and grades to appropriate staff; ensure PEIMS coding accurately reflects the period of home bound service; develop and implement a call out system to notify parents regarding same day student absenteeism.	COO Attendance Clerks Campus Administrators Director of SPED PEIMS Coordinator	Attendance rate data, home bound reports, implementation of call out system will be monitored. Attendance rate for 2016-2017 will be equal to or greater than 97%.				
5) Increase the opportunity for dual credit courses with a higher education partner.	CAO	Articulated agreement with higher education program. Increase of 2% of students participating in and earning dual credit.				
6) Continue PSAT, SAT, and ACT preparation programs for high school students.	CAO Campus Administrators Academic Advisers	Published class offerings Enrollment sheets Attendance sheets 100 % of high school students will participate.				
7) Plan and train for AVID implementation for the 2018-2019 school year.						
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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: Develop and implement a budgeting process that aligns district and building level resources to curricular goals and strategic priorities, utilizes systematic cost benefit analysis to ensure expenditures are producing desired results in all programs, capital projects and effective and efficient operations.

Evaluation Data Source(s) 1: Feedback from campuses utilized to evaluate satisfaction with, facilities management, preventative maintenance, transportation, food service, technology and efficient use of budget monies to achieve goals set by LISD stakeholders.

Implementation of priority cycle for preventative maintenance for LISD Physical Plant, Transportation, Food Service and Technology.

Implementation of replacement cycle for LISD Physical Plant, Transportation, Food Service and Technology.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) By August,2019 develop and adopt a set of board policies for the development and management of an aligned, written, taught and assessed curriculum Pre-K -12.	Superintendent	Documented adoption of policies. Published policy.				

<p>2) Principals and department heads submit for review concise budget packages aligned to district mission, goals and objectives.</p>	<p>Superintendent COO CFO</p>	<p>List of budget managers assigned and budget packages submitted.</p> <p>100% of all budget packages are submitted on time, in correct format and are aligned to the district mission, goals and objectives.</p> <p>School Budgeting for Hard Times by William K. Poston, Jr</p>				
<p>3) Appoint a budget planning task force, representative of various stakeholders who will assist in preparation of the district's draft budget, evaluate and rank budget packages and recommend a draft budget to the superintendent for review.</p>	<p>Superintendent COO CFO</p>	<p>Budget Task Force Committee selected.</p> <p>Draft balanced budget produced that is aligned to district mission, goals and objectives and recommended to superintendent for review.</p>				
<p>4) Provide on-going training and consultation to all budget managers on budget package development and indicators of financial and programmatic effectiveness. Budget packets will be sent to appropriate department. The sheets will identify effectiveness.</p>	<p>COO CAO CFO</p>	<p>List of attendees, agendas and dates training's held.</p> <p>Program managers complete and submit budget packages aligned to district mission, goals and objectives and budget planning task force reviews and ranks budget packages</p>				
<p>5) Develop and implement a procedure that correlates staffing patterns to the district's mission, goals and objectives is data driven and aligns funding allocated to the highest needs. The personnel department will implement this in January.</p>	<p>COO CAO CFO Planning Task Force</p>	<p>Written procedure developed, published and implemented.</p> <p>Procedure used to develop draft budget is implemented. Recommended budget is aligned to the district mission, goals and objectives and is data driven.</p>				

6) Develop and implement an administrative regulation regarding the equitable distribution of revenue for all campuses, based on demonstrated needs to ensure equal access to success in learning for all students. These regulations will detail our budget process.	Superintendent COO CFO	Administrative regulation developed, published and implemented. Administrative regulation used to develop draft budget. Equitable distribution of revenue is based on demonstrated need to ensure equal access to success in learning for all students.				
7) Develop an administrative regulation that requires all programs and services to be congruent with district wide initiatives to ensure close alignment with the district's written, taught and assessed curriculum.	Superintendent COO CAO CFO	Administrative regulation developed, published and implemented. Administrative regulation used to develop draft budget. Equitable distribution of revenue is based on demonstrated need to ensure equal access to success in learning for all students.				
8) Develop 3 year cyclical maintenance, operations and transportation plans outlining replacement cycles regarding equipment, roofs, faculties, food service equipment, buses and vehicles.	COO CFO Director of Maintenance Director of Transportation Director of Food Service	Plans developed and submitted. Three year plans developed and implemented.				
9) Digitize forms used by business office.	CFO	Improve efficiency and reduce expenditures.				

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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: Strengthen recruitment, selection and staffing policies to attract the most highly qualified personnel.

Evaluation Data Source(s) 1: 100% of all teaching positions will be filled with highly qualified/certified teachers. Documentation from the 2016-2017 TAPR report will show criteria met for highly qualified teachers in LISD.

Competitive salary schedule completed by LISD and reviewed in a timely manner to address an increasingly challenging workforce market.

Increase teacher retention percentages.

Anticipate openings and align recruitment plans to those challenges.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure that 100% of all professional and paraprofessional staff have appropriate certification and are highly qualified.	Director of Personnel	Personnel records show 100% of all professional and paraprofessional staff are highly qualified. 100% of all professional and paraprofessional staff are highly qualified. Improved performance for all students and all student groups on all state assessments.				
2) Develop an employee compensation plan that is competitive with surrounding districts	Superintendent COO CFO Director of Personnel Budget Task Force	Competitive compensation plan developed. Compensation plans are equal to or greater than surrounding school districts and used as a recruitment tool.				

3) Implement the applicant pool process of hiring personnel (as needed) in an attempt to hire employees at an earlier date and faster rate than in the past.	Director of Personnel	Competitive compensation plan developed. Compensation plans are equal to or greater than surrounding school districts and used as a recruitment tool.				
4) Continue the "Grow Your Own Educator Program" and expand fund raising efforts.	Director of Personnel	Fund raising plan developed and participation in program continues. Increase in participants over 2017-2018 school year and increase in monetary donations to the program.				
5) Host and attend job fairs to recruit perspective employees.	Director of Personnel Campus Level Principals	List of number of job fairs attended and contacts made. 100% of all positions filled with highly qualified individuals.				
6) Update the LISD Recruitment Program, train recruiters and provide an LISD link to colleges, universities and education organizations	Director of Personnel Director of Technology	Program updated, list of recruiter training's, attendees and agendas, and LISD link implemented. 100% of all positions filled with highly qualified individuals.				
7) Provide universities with opportunities for field level experience placement in all areas of LISD.	Director of Personnel CAO Principals	Signed agreements with universities. Number of field level experience placements increase over previous year.				
8) Encourage student teachers in LISD to seek employment with the district by hosting meetings for them with the superintendent, Director of Human Resources, the CAO and principals.	Director of Personnel	List of events planned, sign in sheets, interest survey results. 100% of all positions filled with highly qualified individuals. Number of positions filled with LISD student teachers increases				

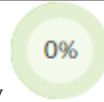
<p>9) Implement an administrator development program for future Campus Leaders within LISD. The LISD "Aspiring Administrator Academy" will welcome its second cohort beginning in the 18-19 school year.</p>	<p>Director of Personnel Superintendent</p>	<p>This academy is designed specifically to guage interest and foster growth of professional educators in LISD who desire to be campus level administrators.</p>				
<p>10) Enhance the "Employee Referral Program at LISD". Implementation date for the new incentives was July 3, 2018, when new applicants who were hired and designated an LISD employee as a "Referral" on their application in TalentEd, shall receive \$300.00 per referral and if the new employee stays fro a second year will receive and additional \$200.00. this new Referral Plan was approved by the LISD board of Trustees in June of 2018. Administrators, Directors and Supervisors or others as directed by the LISD Supt. of Schools are exempt from participating in this incentive plan.</p>	<p>Current LISD Employees Director of Personnel Campus Level Principals Superintendent CAO COO CFO</p>	<p>This incentive plan is designed to encourage our current employees to recruit the very best NEW employees to LISD as possible. Then to encourage them to remain at LISD. LISD spends between \$6,500.00 - \$16,000.00 per year training new employees in our district depending on their individual needs and assignments.</p>				



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Goal 3: Recruitment, Development, and Retention of Staff

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


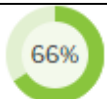
Performance Objective 2: Quality professional development will be used to increase staff effectiveness and student achievement.



Evaluation Data Source(s) 2: Staff development evaluations are positive and indicate training was beneficial.













STAAR/EOC and national assessment scores increase indicating the benefits of highly trained teachers.

Eduphoria Downey walk through and T-TESS walk through documentation will reflect an increase in instructional pedagogy and teacher effectiveness.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop and adopt a professional development policy that provides for centralized control, with decentralized implementation by principals and central office staff.	Superintendent CAO	Professional development policy adopted, published and implemented. Professional development policy adopted, published and implemented. Improved performance for all students and all student groups on all state assessments.				
2) Revise all instructional specialists job descriptions to include the expectation that they provide developmental experiences necessary to improve the job performance for certified and classified instructional personnel.	Director of Personnel CAO	Revised job descriptions for instructional specialists are completed. 100% of all instructional specialists are providing developmental experiences for all teachers and instructional aides that improve job performance. Improved performance for all students and all student groups on all state assessments				

<p>3) Develop and implement a multi-year professional development plan that: supports district goals and priorities; works in concert with the curriculum management plan; serves to support campus improvement plans; is inclusive of a budget that is adequate to support the professional growth needs of the district.</p>	<p>Superintendent CAO LHS Academic Advising Dept. LHS Administrative Team</p>	<p>New for 2018-2021, Revised (3 year) professional development plan.</p> <p>Revised professional development plan aimed at the implementation of high yield strategies, supports for campus plans and enhancement of professional growth for all employees The revised staff development plan will be based on a review of the last (2015-2018) three year plan(s) effectiveness.</p> <p>Results expected: Improved performance for all students and all student groups on all state assessments. Evaluation of LISD student success in post-secondary (Angelina College) classes provided by LISD.</p>				
<p>4) Provide professional development for all teachers and instructional support staff on instructional differentiation, and how to fluidly group students (Pre-K-12) for needs-based instruction or reteaching.</p>	<p>CAO Curriculum Coordinators Teachers</p>	<p>Professional Development agendas Attendance sheets Lesson plans Walkthroughs.</p> <p>100% of audited lesson plans and walkthroughs will show effective instructional differentiation techniques, grouping strategies and reteach methods in use. Improved performance for all students and all student groups on all state assessments.</p>				
<p>5) Provide professional development (Pre-K-12) in the effective use of curriculum guides, data collection and analysis and use of high yield, high rigor strategies.</p>	<p>CAO Curriculum Coordinators Teachers</p>	<p>PD agendas Attendance sheets Lesson plans Walkthroughs</p> <p>100% of audited lesson plans and walkthroughs will show lessons are directly aligned to the curriculum guide, data is used to improve student performance and high yield, high rigor strategies are being implemented. Improved performance for all students and all student groups for all state assessments.</p>				

6) Personnel performance reviews of teachers and line supervisors (e.g., principals) will be utilized to determine professional development needs and subsequent instructional improvement needs.	Superintendent CAO COO Campus Administrators	Completed performance reviews and list of professional development and instructional improvement needs are incorporated into professional development planning. Individual professional development plan developed for each certified teacher and administrator and for each instructional aide. Improved teacher and administrator performance and improved performance for all students and all student groups on all state assessments.				
7) Establish a district level budget for professional development so expenditures can be easily tracked and evaluated for effectiveness.	Superintendent CAO Director of Personnel CFO Budget Task Force Director of Technology	Budget developed, implemented and expenditures tracked. Investment of funds on professional development plan results in improvement in student performance for all students and all student groups on state assessments.				
8) Create on-line staff development modules for compliance training requirements for all employees.	CAO COO Curriculum Coordinators Director of Technology Director of Personnel	Modules developed and accessible. 100% of all LISD staff is compliance trained.				
9) Review and update job descriptions for all school personnel.	Director of Personnel	Up-to-date, signed job descriptions for all personnel				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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 3: Competitive compensation packages, a quality professional development program, Professional Learning Communities and opportunities for teacher leader roles will be implemented

Evaluation Data Source(s) 3: Implement a competitive salary schedule, review as needed to address an increasingly challenging workforce market.

Encourage and support teachers and paraprofessionals seeking additional certifications.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Do an analysis of area compensation packages and develop a 3 year plan, beginning in (15-16 school year), to achieve competitive compensation packages for teachers and staff.	COO Director of Personnel Budget Task Force	Three year plan developed and presented to Budget Task Force. Within a 3 year period, (beginning in 15-16), compensation packages will be competitive with surrounding school districts. Improved performance for all students and all student groups on all state assessments.				
2) Support and encourage collegiality through Professional Learning Communities and "just in time" on campus professional development.	Campus Administrators CAO Instructional Specialists	Satisfaction surveys 95% of survey results show satisfaction with and enhanced collegiality resulting from the implementation of PLC's and "just in time" on campus professional development				

3) Offer full day Pre-kindergarten for employee's children.	Superintendent CAO	Number of employee's children participating and cost benefit analysis Number of participating children, increased retention of employees over a three year period and improved performance by all students and all student groups on all state assessments				
4) Provide teachers with opportunities to showcase quality lesson development and instructional practices through Eduphoria and presentations at conferences.	Campus Administrators CAO Curriculum Coordinators Director of Technology Teachers	Lessons showcased on Eduphoria and number of teacher presentations at conferences. Number of participating teachers selected to submit master lessons on Eduphoria. Number of teachers selected to present at conferences. Number of teacher assigned campus leadership roles. Improved performance by all students and all student groups on all state assessments.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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: Parent and community engagement and partnerships will increase facilitating district and community pride.

Evaluation Data Source(s) 1: Community leaders and parents verbalize positive support for the district and the district initiatives.

Encourage and facilitate community involvement in the schools and school involvement in the community so that both are productive and build opportunities for sharing of ideas and creating a sense of pride.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop and administer a district wide parent survey in January and May to gain input on parent satisfaction with the school district.	Superintendent COO Director of Technology	Survey developed and administered. 70% survey response rate and 90% satisfaction rate with the school district.				
2) Expand the use of social media as a highly effective communication and marketing tool. Enhance the use of Facebook, Twitter, blogs and video applications.	Director of Communication Director of Technology	Social media analytics trends by week, month, quarter and semester are reviewed. Analytic trends show increased social media use and Facebook followers.				
3) Incorporate more two way communication and parent feedback opportunities through use of social media and other media sources and surveys.	Director of Communication Director of Technology	Surveys administered and analyzed. Valid suggestions and ideas are incorporated into the planning process and there is a significant increase in parent engagement through the district social media venues.				

4) Increase campus level parent involvement on advisory councils that include community members and parents.	Campus Administrators	Agendas of meetings and sign in sheets are available for review. All committee members attend 95% of all meetings held.				
5) Continue parent and community outreach programs (parent technology classes, parent education classes, Family Learning Nights and Child Development education, Bilingual classes for parents, technology classes for parents).	Campus Administrators Counselors	List of all parent opportunities offered is available and sign in sheets showing parent participation is available and reviewed. 5% increase in parent participation and attendance in programs and outreach offerings.				
6) Ensure all publications and official communications are in English and Spanish.	Director of Technology Director of Communication	Publications and communication are in English and Spanish. 100% of all official communication and publications are in English and Spanish.				
7) Facilitate Parent Information sessions to address topics about special LISD programs, FAFSA, college applications, curriculum and assessment, and mentor programs.	Director of Communication Counselors Nurses	Survey results show positive feedback for events and an increase in participation.				
8) Maintain district wide and campus based community partnerships.	Director of Communication Campus Administrators	Each campus has at least one community partner. 100% of all campuses and the District has at least one community partner				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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: The Safe Schools Plan will be implemented with fidelity throughout the district and resources and training focused on safety and security will be provided.

Evaluation Data Source(s) 1: Safety and Security Continuous Improvement Plan developed.

All staff trained at each site to enact crisis management plan.





Evaluate the effectiveness of the LISD online Bullying reporting system.

Provide training to district administrators to ensure proper procedures are followed to address bullying and harassment incidents.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain the LISD Safe Schools Committee and Campus/Departmental Emergency Operations Team to periodically review and make recommendations for the Safe Schools Plan.	Superintendent COO	Safe Schools Committee and Campus/Departmental Emergency Operations Teams meet once per semester to discuss and upgrade plan. Agenda and minutes of meetings are provided.				
2) Conduct safety walk-throughs on each campus and District facility during the year.	COO Safe School Auditors Emergency Operations Teams	Findings used to upgrade safety at facilities and safety plan.				
3) Update students, parents, faculty and staff annually on LISD's Student Code of Conduct.	COO Campus Administrators	Dates, times, agendas and attendance sheets on updates are available for review.				

4) Ensure that the District Improvement Plan includes policies and procedures that concern bullying, as adopted by the Board. The following LISD Board Policies relate to bullying: FDB; FO; FFH;FFI;FNC;FNG; and FOF. Procedures addressing bullying are located on the LISD website. In addition, professional development regarding bullying is provided to all campus teachers and administrators through the online Safe Schools Training and by professional legal trainers.	COO Director of Technology Campus Administrators Teachers	Policy developed and adopted. Professional development conducted.				
5) Implement an LISD Multi-Hazard Emergency Operations Plan and inclement weather/disaster/emergency procedures/continuation of operations for LISD campuses and facilities.	COO	Plan developed and published.				
6) Continue to improve campus safety and security through safety mechanisms and technologies. Inspect lighting and parking lot cameras at all locations and update as needed	COO Maint Director	Based on findings of Safety Audit, develop list of needs and prepare budget package for Budget Task Force Committee review.				
7) Provide training to District staff members to support development of emergency operations and to assist building leaders with Emergency Incident Command.	COO	Emergency Incident Command Training certificates provided. Agendas and minutes are available for review.				
8) Involve parents and community members in supporting a safe school environment through LISD's SHAC Committee.	Superintendent COO	SHAC Committee meetings, agendas and attendance available for review.				
9) Provide the following professional development to staff: discipline management, bullying, suicide prevention, conflict resolution, dating violence (LISD Policy FFH Local), violence prevention, sexual abuse of children, crisis prevention, Crisis Response Team training, hazardous materials and blood borne pathogens, sexual harassment, pest management, CPR, AED, and first aid procedures, and increase knowledge of infectious diseases.	COO Campus Administrators Designated LISD Staff	Professional development conducted and agendas and sign in sheets available for review.				
10) Conduct random searches, drills and canine searches.	COO Campus Administrators School Resource Officers	Documented dates and times of searches and drills are available.				
11) Promote Crime Stoppers program.	Director of Communications Campus Administrators	Promotional materials highly visible on all campuses and district facilities. Documented announcements describing the program are available.				
12) Periodically conduct Lockout, Evacuate, Shelter in Place, Lockdown Drills, fire, disaster and emergency drills to ensure effectiveness of Emergency Operations Plans at the District and campus levels.	COO School Resource Officers Campus Administrators	Documented dates and times of drills and list of improvements that need to be made.				

13) Implement programs on each campus to address misbehavior and improve coping skills, including the use of TBSI and CPI, as well as the LION'S DEN program. In addition, anger management classes will be provided for students assigned to the Alternative Education Program (AEP).	CAO Director of Special Education Campus Administrators	Programs implemented and professional development provided.				
14) Coordinate Emergency Operations Plans with local emergency agencies.	COO	Meet once per year with local emergency agencies to review plan. Agenda and minutes provided.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 6: Technology

Livingston ISD will provide technology infrastructure, tools and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: Technological systems and processes will be implemented that maximizes teaching and learning, enhances professional practices, provides seamless technology integration and learning opportunities Pre-K-12, supports administrative and operational functions and provides a supportive infrastructure.


Evaluation Data Source(s) 1: Timeline implemented for expanding and staying current with technology; T-TESS/Eduphoria Downey walk through documentation of increased classroom utilization of technology.

Students regularly access a variety of digital devices.

Replacement cycle created with plans for implementation; frequent review and cost projections included.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Develop a comprehensive plan to integrate Technology TEKS into appropriate grade-level lessons.	Coordinators of Technology Integration, Technology Director, Chief Academic Officer, Campus Principals,	Teachers teach the Technology TEKS throughout the school year, including through the use of PBL and Learning.com.				
2) Provide professional development opportunities for integrating blended classroom instruction, project-based learning, Google Apps for Education, and iPads/Tablets for pk-kinder.	Coordinators of Technology Integration, Chief Academic Officer	Sufficient classes are provided to address all campus curriculum and Technology needs. Classes will be offered through professional development days, after school, and during school as well as online.				
3) Create a 5 year technology replacement/upgrade plan that: provides on demand access for every student with a 3-5 year replacement cycle; replacement of classroom instructional technology and lab environments pk-12.	Director of Technology, Coordinators of Technology Integration, Chief Academic Officer	A written plan will be created and demonstrate the adequate funding for ongoing goals and infrastructure needs.				

4) Support the 1:1 initiative for grades 4-12 with a network infrastructure and a Chromebook infrastructure for grades 1-12.	Technology Director, Technology Staff	The wireless infrastructure will make it possible for a 1:1 environment on all of our campus for use with the Chromebooks.				
5) Develop a technology budget that supports technology integration and access of technology in the classroom.	Technology Director, Chief Academic Officer, Coordinators of Technology Integration.	The Budget adequately reflects present needs and future needs for reaching the academic goals of the school district.				
6) Implement New Teacher Technology Academy for all new LISD instructional staff.	Coordinators of Technology Integration, Chief Personnel Officer	All new LISD Teachers will attend adequate training on the various technology applications and procedures within the district.				
7) Support Eduphoria as a method of providing teachers and administrators with current student data and lesson plans.	Coordinators of Technology Integration, Campus Principals, Department Heads, Chief Academic Officer, Coordinators of Curriculum	The Eduphoria software will be adequately trained and employed as the primary curriculum tool for the school district.				
8) Develop a on-site technology repair program that would support the District's 1:1 program. This program will support students that are interested in a technical career path. The District will work with local business to support this program, and develop internship within these businesses	Director of Technology, Technology Staff, Chief Academic Officer	The district will have in place a fully operational repair program that will employ students and technology staff in the maintenance and repair of school district technology.				
9) Participate in the Future Ready Initiative to align all stakeholders to instructional technology efforts and establish measurable, data-driven goals.	Superintendent, Chief Academic Officer, Director of Technology, Coordinators of Tech Integration.	The district will investigate and complete the processes necessary for participation in the Future Ready Initiative.				
10) Maintain a core group of Technology Integration Teachers on each campus to mentor and assist teachers with emerging technologies in their classrooms. (Lion Geeks 2.0).	Coordinators of Technology Integration, Campus Principals	The district will have a group of at least 30 teachers actively participating in the program to mentor and assist with campus training.				
11) Create a Digital Citizenship education program for all students. Specializing in online safety, and digital practices.	Coordinator of Tech Integration, Instructional Technology Specialist.	Students will be taught the best ways to practice safety and monitor their online presence.				
						

Goal 7: 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: Develop and implement effective and timely internal and external communication processes and opportunities.

Evaluation Data Source(s) 1: Community involvement in the schools and school involvement in the community are productive and build opportunities for sharing of ideas and creating a sense of pride.

Celebrate and communicate the achievements of all students and staff through all media.

Community leaders and parents verbalize support for district.

Parents demonstrate an increased connection with the school and this has a positive effect on student success in school.

LISD Director of Communications consistently showcases LISD in the media.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide effective, clear and timely communication regarding District and campus programs, meetings, activities, operations and leadership within and among all departments and schools through a variety of media including the LISD website, twitter, Facebook, weekly newsletters, e-mail, newspaper and radio.	Director of Communication Administrators	Communication archives of communication items are available for review.				
2) Maintain and publish District procedures for communicating activities, events, weather/natural disasters, urgent, non life threatening situations, disaster/life threatening situations and other special circumstances.	COO Director of Communication Administrators	Published district procedures are available for review.				
3) Develop a media communication plan and protocol and train all administrators.	Director of Communication Administrators	Plan developed, protocol developed, professional development conducted.				

4) Promote campus and district events through Facebook, LISD website, press releases and radio announcements.	Director of Communication Administrators	An archive of press releases, Facebook posts and website announcements are available for review.				
