

Livingston Independent School District
Livingston Junior High School
2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

*Livingston ISD...
Empowering and Inspiring Excellence.*

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Comprehensive Needs Assessment

Needs Assessment Overview

Livingston Junior High is one of seven campuses in the Livingston Independent School District. At its current location, Livingston Junior High opened its doors in 2000 and serves predominately middle and low income class families. Livingston Junior High serves 943 students in grades 6th to 8th. Five years ago, 889 students were served by the campus, which has been very consistent enrollment. The campus is set up so that each grade level has specific locations in the building with two house families comprising each grade level. Teachers have common planning periods by department. This provides an opportunity for teachers to collaborate and meet the needs of their students.

The student population is 9.7% African-American, 64.1% Anglo, 0.5% Asian, 0.3% American Indian, and 22.9% Hispanic. The student body has a low socioeconomic status of approximately 75.1%. The staff population is 86.9% Anglo, 0% Asian, 5.3% African American, and 4.6% Hispanic. The staff is 27% male and 73% female with an average of 10 years experience.

The overall mobility rate for the campus is approximately 18.6%. The average daily attendance rate for students is 96.8%.

Livingston Junior High student population is 48.3% At-Risk, 5.1% are English Language Learners, 4.4% are in the Gifted and Talented program, and are 10.6% are identified for Special Education services. 11.4 % of students are in Career and Technical Courses.

The site-based decision making team looks at last year's program evaluations, survey results, and the following data: benchmarks, STAAR results, attendance (students and staff), demographics, discipline incidents, and student populations in special programs.

Committees were formed to look for areas of weaknesses and strengths.

Demographics

Demographics Summary

Livingston Jr. High has the follow demographics: Enrollment 942 student total with 9.7% African American, .5 % Asian, 22.9% Hispanic, 2.5% Two or more races, and 64.1% White. We have a 75.1% Economically Disadvantaged student population. Our campus also has a 11.9% Special Education population. Our staff consists of 65 teachers with nearly 89 employees on campus. The staff demographics are 87% White with 4.6% Hispanic and 5.3% African American. We serve a community that supports the school and the district. The Student to teacher ratio is 15:1.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: State scores in reading are 12% on average lower than state average over three grade levels. **Root Cause:** Low literacy rate in lower grade levels.

Problem Statement 2: We have a low passing rate of Special Ed population. **Root Cause:** Lack of Special Ed instructional support due to increase number of Special Ed students reaching 12%.

Student Academic Achievement

Student Academic Achievement Summary

Livingston JH scored a D as the overall letter grade with a numerical score of 66 in the Texas Accountability System. The biggest area of need is in Domain 3 Closing the Gaps as we scored an F with a scale score of 33. This was due to many students not making a full years progress and few special ed students passing STAAR.

Student Academic Achievement Strengths

An academic strength was in relative performance as we scored a B letter grade. Other successes were seen with the 8th grade Social Studies STAAR Test of 70% and Science 78%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading scores in 6th grade have decreased each of the last three year. **Root Cause:** Student funneling into the Jr. High are from an IR campus.

School Processes & Programs

School Processes & Programs Summary

The primary Instructional resource is provided by the TEKS resource system which provides the campus with its scope and sequence. A number planning opportunities are made available to teachers throughout the summer and school year from region 6 service center. Lead4ward is another instructional tool that is used to increase student engagement through training that provide teachers and administrators with knowledge of best practice in the classroom. These training are followed up each week with PLC's in each grade and subject.

School Processes & Programs Strengths

The division of responsibilities of school administrators allow for a much more clear understanding of focus areas that each can zero in on.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Providing students with extra support for students not at grade level. **Root Cause:** Students are multiple years behind the grade they are in with regarding to reading and math. Extensive support is need for those time and limited time is available.

Perceptions

Perceptions Summary

Mission: The mission of Livingston Jr. High is to insure through high quality teaching and RTI services that no student fall backwards.

Values: Our values are to provide a positive work environment that fosters a strong work ethic and dedication to increase education output for all students.

Climate and Culture: All staff and students feel safe and confident while at Livingston Jr. High. Teachers know they can communicate concerns and ideas appropriately through the correct channels.

Perceptions Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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: Through rigorous instruction and timely interventions, we will increase all student performance in the following areas:

8th Grade:

Reading from 78% to 84%

Math from 79% to 80%

Science from 78% to 79%

Social Studies from 70% to 72%

7th Grade:

Reading from 62% to 70%

Writing from 56% to 70%

Math from 66% to 70%

6th Grade:

Reading from 49% to 65%

Math from 61% to 71%


Evaluation Data Source(s) 1: To be determined.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development opportunities to faculty members throughout the school year, with a heavy emphasis on the reading-writing connection to learning.	Leadership Team	Walkthroughs; training agendas; increase in student scores; students samples of reading and writing assignments; department meetings				
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Data will be strategically used to identify, intervene with and monitor students in need of Tier 2 and 3 supports. Individual student skill levels will be determined at the beginning of the school year and monitored throughout the school year. Instructional changes to the core curriculum/teaching practices for ALL learners will be monitored for effectiveness. Core areas will evaluate common assessment data at level meetings at each three week interval; teams will follow a data analysis protocol in order to identify strengths, weaknesses, next steps, and future goals.	All Teachers; Leadership Team	Student group scores; increase in identified strategies or focus; increase in scores; meaningful action plans based on data; documentation of PLC meetings				
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Campus wide teachers will display daily content and language objectives in their classrooms, which align to the district curriculum. Teachers will use an essential question to guide their daily lessons. Sentence stems will be used to help guide instruction that are aligned to cross curricular student expectations.	All Teachers; Leadership Team	Walk-through data; lesson plans - including essential question for lesson and assessment to ensure understanding.				
Comprehensive Support Strategy Additional Targeted Support Strategy 4) An after-school tutorial program will be developed for students who are at risk of not passing STAAR. Students will be provided accelerated instruction using instructional specialists and teachers as tutors.	Campus Lead Teachers	STAAR Scores				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 5) Targeted interventions will be conducted school-wide, implementation will take place depending on the five categories students fall into. Students will be identified based on score as we meet with teacher through in-service. This intervention time will be specific to the needs of the students in each house family. A campus developed universal screener will be utilized to find a baseline for all students in reading and math skill ability at the beginning of the school year. Each house family will group students according to their needs of intervention or enrichment.</p>	All Teachers; Leadership Team	STAAR Scores, Campus developed Universal Screener; Odyssey lesson plans, observations				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 6) Based on all grade level STAAR data students are performing below the state average in all areas. The goal will be to use researched based teaching strategies that have the key elements for higher performance. Master Schedule changes will be made to ensure TEKS are being met in all subjects and grade levels.</p>	All Teachers; Leadership Team	Walk-through data; lesson plans				
<p>7) Provide a research based professional development using "7 Steps to a Language-Rich Interactive Classroom" during beginning of the year in-service.</p>	Leadership Team; Lead Teachers	Walkthroughs; training agendas; PLC meetings				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 8) Staff Development opportunities for teachers at district and campus-level; campus visit to observe teachers using differentiated instructional strategies.</p>	Leadership Team	Staff Development agenda; lesson plans				
<p>9) Students will be given the opportunity to participate in a college and career day during the Spring Semester. Students will be educated on the opportunities for post-secondary success.</p>	Leadership Team	Teacher Reports				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
10) Students will participate in after school interventions based on past STAAR results and current academic performance.	Teachers and Campus leadership team	STAAR Scores				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy RDA ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 11) Special Education student will be pulled during an elective one per week to receive extra math skills support as Special Education students had a very low passing rate for 2018-2019 STAAR.	Principals, Teachers and Para staff.	STAAR Scores				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy RDA TEA Priorities Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 12) 6th grade students who did not pass the 5th grade reading STAAR will receive ELI reading instruction five day a week during 3rd period.	The five teachers who will be conducting the intervention as well as Mrs. Teal.	Increase in reading levels				



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: Through rigorous instruction and timely interventions, we will close performance gaps between All Students and All Student groups.

Reading:

67% of Economically Disadvantaged students will meet Approaches Level of Satisfactory for the STAAR Reading test and 5% for Advanced to Meets.
65% of African American students will meet Approaches for the STAAR Reading test and 5% for Advanced to Meets
70% of Hispanic students will meet Approaches for the STAAR Reading test and 5% for Advanced to meets.

Writing:

57% of Economically Disadvantaged students will meet Approaches for the STAAR Writing test and 5% for Advanced to meets.
55% of African American students will meet Approaches for the STAAR Writing test and 5% for Advanced to Meets.
61% of Hispanic students will meet Approaches for the STAAR Writing test and 5% for Advanced to Meet.

Math:

60% of Economically Disadvantaged students will meet Approaches for the STAAR Math test and 5% for Advanced to Meets.
56% of African American students will meet Approaches for the STAAR Math test and 10% for Advanced to meets.
64% of Hispanic students will Approaches for the STAAR Math test and 10% for Advanced to meets.

Social Studies:

65% of Economically Disadvantaged students will meet Approaches for the STAAR Social Studies test and 7% for Advanced meets.
55% of African American students will meet Approaches for the STAAR Social Studies test and 7% for Advanced Placement to meet.
54% of Hispanic students will meet Approaches for the STAAR Social Studies test and 7% for Advanced to meets.

Science:

65% of Economically Disadvantaged students will meet Approaches for the STAAR Science test and 5% for Advanced to meets.
61% of African American students will meet Approaches for the STAAR Science test and 5% for Advanced to meets.
68% of Hispanic students will meet Approaches for the STAAR Science test and 5% for Advanced to meets.

Evaluation Data Source(s) 2: To. be determined.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Grade level teams will meet weekly in Professional Learning Communities to follow the PLC model for planning, data review and targeted interventions. Teachers will monitor progress using campus data protocols.</p>	All Teachers; Leadership Team	STAAR Scores				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 2) Teachers will increase the level of instruction through DOK depth of knowledge. Students will expand their understanding of content through deeper learning and expectation. The teachers will evaluate the DOK level 1-4 that each lesson is be taught on given the cognitive rigor matrix distributed and explained to each of the teacher. All teachers will implement strategies to increase student engagement and rigor in their classes as evidenced in their lesson plans.</p>	Leadership Team	Walk-through data; Lesson Plans				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 3) We will create an effective Special Programs monitoring system by ensuring that teachers are closely monitoring their responsible students and are regularly using co-teach strategies in the classroom. Implementation of Resource for English and Math will be utilized for students who meet special education criteria.</p> <p>Monitoring and Evaluating the Least Restrictive Environment Ratio and develop campus capacity to support inclusive programming for students with disabilities.</p> <p>Special Education teachers are involved in department meetings, instructional planning, and data analysis meetings. Special Education teachers monitor a case load of students. LJH incorporates the in-class support model to ensure full continuum of support.</p>	Leadership Team; Special Education Team of Teachers	Master Schedule; Walk-through data; Lesson Plans; IEP Meetings; Progress Reports/Report Cards				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Mentoring Minds - Total Motivation supplemental curriculum will be utilized in instruction to empower students to master the standards and think critically in Reading and Math for all grade levels, and in 8th grade Science.	Leadership Team; Lead Teachers	Walk-through data; Lesson Plans				
5) Rotational student pull out program addresses 10% of students. The pull out will be designed to bridge the achievement gaps, increase state assessments, and increase academic performance. Students who fail both Reading and Math STAAR must participate in Intervention in place of an elective class.	Teachers and campus leadership team	Grade reports, CBAs, Unit test, Mock, and STAAR.				
Comprehensive Support Strategy Additional Targeted Support Strategy 6) Provide training for teachers using the ELPS Linguistic Instructional Alignment allowing teachers to see the connections between the ELPS, College and Career Readiness, TELPAS Proficiency Level Descriptors, and Linguistic accommodations.	Leadership Team, Lead Teachers, ESL Teacher	Daily objectives, utilization of ELPS guide, training agenda				
7) Create and implement a tracking chart system for knowing who LEP students are, what is their current level for each individual language proficiency ration in each designated domain.	ESL Teacher, ESL Aide	Tracking system in Google Docs				
Comprehensive Support Strategy Additional Targeted Support Strategy 8) Strengthen the capacity of ELL program to provide a good foundation for Newcomer students; strengthen capacity to support language development for all ELL students in core classes.	Leadership Team	ELL Teacher and implementation of instructional strategies to support language development for all ELL students.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 9) Special Education Staff examines state assessment reports to evaluate progress of students with disabilities relative to IEP recommendations and predictions.</p> <p>How accurately did the IEP committee recommendations predict and guide student achievement on state assessments?</p> <p>Special Education teachers monitor the academic progress of students during each 9-week grading period. Special Education teachers will meet to review student progress, address teacher input and prepare for IEP meetings. Each teacher has a case load of students to mentor and provide support for and are responsible for communicating with teachers and parents regarding student progress, placements, and specific interventions needed to assure that all special education served students are making progress.</p>	Leadership Team, Special Education Teachers	STAAR data, progress reports/report cards				
10) Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	Leadership Team; Special Education Staff	Faculty Meeting Agendas, IEP documentation; Staff Development Agendas				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 11) Support At-Risk population through targeted intervention in all classrooms by employing a variety of teaching strategies (i.e. Small group instruction, flexible grouping, chrome book aided instruction, classroom flipping)</p>	Leadership Team	Team Meeting notes; STAAR data, Benchmark data; progress reports/report cards				
12) Content area teachers participate in Trainer of Trainers Seidleitz professional development that will enhance their ability to plan engaging, relevant lessons and language rich classroom strategies.	Leadership Team; Lead Teachers	Team Meeting notes; STAAR data, Benchmark data; progress reports/report cards; Lesson Plans				

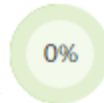
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 13) 6th Grade will implement RTI plans to ensure that at-risk students have the opportunity for small group instruction, pull outs during study skills 3rd period and after school tutorials.	Leadership Team; House Coordinators; Department Chairs	Analysis of Data; Professional Development; RTI Conferences; Observations/Walk-Throughs; Planning sessions Odyssey Logs Tutorial Logs				
Comprehensive Support Strategy Additional Targeted Support Strategy 14) At-Risk, Special Education, and Sub-group population students will have tutoring sessions after school twice a week for five weeks prior to STAAR testing.	Leadership team; Teachers	Analysis of Data				
Comprehensive Support Strategy Additional Targeted Support Strategy 15) Student progress and success of At-Risk, Economically Disadvantaged, Special Education, and Sub Group population students will be addressed by the grade level houses. Attendance and discipline concerns, as well as student academic concerns will be addressed monthly at House Meetings. A Student Focus List will be created and monitored to track progress of identified students. Parent meetings will be planned to discuss student progress and concerns. Core teachers will plan targeted interventions to address these students who are struggling academically based on data.	Leadership team, House Coordinators, Teachers	Minutes and Agenda from meetings Parent Contact Logs Achievement, discipline and attendance data for targeted students.				



= 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:

Through RTI and Intervention, no student will fall or fail backwards from last years STAAR store results. All students will fail or pass at the same percentage or better from last year.

Evaluation Data Source(s) 3: To be determined.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Level III performance on local assessments will be maintained, monitored, and reviewed with the faculty.	All Teachers; Leadership Team	Level III scores on STAAR Assessments; Level III scores on CBAs and Benchmarks. Through teacher evaluation of daily work, CBAs, and Benchmarks teachers can determine student success measures and set short and long term goals for student growth and achievement. Tracking students both informally and formally through in-class instruction, teachers can target student individual needs.				
2) Livingston Junior High will implement a targeted plan for enrichment interventions during elective and study skills class to increase Level III scores on STAAR Assessments.	All Teachers; Leadership Team	Level III scores on STAAR Assessments; Level III scores on CBAs and Benchmarks. Pull-out program for each grade level with a Highly Qualified GT certified teacher that offers project based learning opportunities and possible access to programs such as Odyssey of the Mind, Future Problem Solving, or Academic Challenge.				
3) We will increase the number of students who are served in the advanced academics program by adding at least 10% from the previous year.	Principal; GT Advanced Academics Lead teacher	Percentage of students taking advanced courses/Algebra I				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Teachers will differentiate and accelerate instruction for GT and Advanced students in order to increase Level III performance.	All Teachers; Leadership Team	Level III scores on STAAR Assessments Teachers design instruction that is centered around personalized learning, which increases participation and challenges our GT and advanced students. Teachers create engaging lessons that promote skills for the 21st Century and foster relationships.				
5) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and Needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students	Leadership Team; Campus GT Lead Teacher	Staff Development Service records GT Staff Development Log				
Additional Targeted Support Strategy 6) Implement and evaluate development of differentiated curriculum for meeting the needs of gifted students using instructional techniques from gifted and talented education. Teachers are encouraged to attend and maintain required professional development requirements to stay abreast of best practices for meeting the needs of GT students. The campus GT Lead Teacher will provide information regarding available GT professional development opportunities.	Leadership Team; Campus GT Lead Teacher	Staff Development Service Logs				
						

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: Through professional learning communities, Livingston Junior High will increase the understanding of student needs and be able to offer increase instruction that will improve student needs.

Continues monitoring in PLCs of targeted students and their evaluation will improve student growth throughout the year.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy 1) During PLC's Principals and teacher will evaluate student growth and regression from unit test and other data. The evaluating will allow staff to determine what standards need to be re-addressed.</p>	Principal, Associate Principal, and teachers	Student growth in weak standards				
<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 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: Lesson planning and class activities will be aligned to test curriculum through the support of PLC's, lesson planning, downeys, and curriculum specialist.

Evaluation Data Source(s) 5:

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: 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:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Representative will be chosen from each department area to review the campus needs and concerns. Committee will meet when needed to discuss campus issues and create a plan to address concerns.	Campus Advisory Committee Chariman	Needs and Concerns are addressed				
2) Each Campus House will submit a budget for approval. Budgets will include a justification for items to be purchased. Each Campus Department will submit a budget for approval. Budgets will include a justification for items to be purchased.	Leadership Team; Site Based Decision Committee	Budgeted items are allocated appropriately for the needs of the campus.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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 2: Monitor and evaluate students, teacher, and staff resource needs to evaluate and create a needs assessment that can meet the needs of our budget allotment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will encourage and solicit teachers to obtain specific subject area certifications.	Leadership Team	Certifications of teachers, SBEC				
2) We will encourage teachers to become ESL certified and GT trained based on teaching assignments.	Leadership Team	Certifications of teachers. SBEC				
3) Experienced and knowledgeable Livingston Junior High teachers will be mentors and buddies to new teachers.	Leadership Team; Lead Teachers	Meeting agenda, minutes				
4) Recruit and retain highly-qualified staff by highlighting the school and its students on the website and by participating in job fairs.	Leadership Team	Interviews; Job Postings, Candidate Selection				



100% = Accomplished → = Continue/Modify 0% = No Progress X = 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 2: Quality professional development will be used to increase staff effectiveness and student achievement.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Lead teachers will attend professional development for Differentiating Instruction, language rich classroom strategies, SIOP, Guided Reading, and collaborative teaching. Teachers will share strategies learned with staff through campus meetings.</p>	Leadership Team; Lead Teachers	Walk-through data; lesson plans				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 2) Common Planning time will be used effectively to ensure consistency of instruction and effective appropriate lesson plans. Planning time will be purposeful in planning rigorous lessons that incorporate differentiated instruction. Monitoring of progress towards this goal will be documented through time allocated each week to checking on lessons, reflecting on successes and areas of growth in lesson delivery, and sharing ongoing assessment tools and data. All teachers will receive adequate common planning time and training using protocols to structure meetings and collaborative work time. Progress will be monitored by collecting and evaluating agendas and notes, as well as Leadership Team attendance on a regular basis.</p>	Leadership Team; All Teachers	Collecting and evaluating agendas and notes, as well as Leadership Team attendance on a regular basis.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 3) We will promote a collaborative culture by implementing Professional Development partners that observe one another each nine weeks and provide one another with feedback on development of critical thinking, inquiry, communication, risk taking and open mindedness. Learning walks will be conducted to increase this collaborative effort.	Leadership Team; Lead Teachers	Observation data; meeting notes				
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Provide professional development that increases knowledge and skills related to: vertical alignment instructional strategies to meet the needs of diverse student populations integration of technology into curricula and instruction for improving teaching, learning, and technology literacy Small Group Instruction Opportunities for teachers to be coached, attend sustained training/in-services/workshops and/or conferences together with structured follow-up.	Leadership Team	Agendas Observations/Walk-through Lesson Plans				

 = 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: Provide support and communication for each teacher to insure all staff are successful and values the work they do at Livingston Jr. High. Teachers will receive professional development throughout the year from Region 6 education service center.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 4: Parents and Community





Livingston Junior High 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:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus website will be consistently updated throughout the school year to include: principal's message, new initiatives, school calendar, upcoming meetings, exciting things happening at the school, student and teacher highlights.	Leadership Team; Website Manager	Updated Website				
2) Host a Parent Night each semester highlighting events at the school and provide information to encourage parent and community involvement in the school	Leadership Team, Lead Teachers	Agenda; Sign-in sheets				
3) Our teachers will update their grade books each week in order to keep parents current and informed about their child's academic progress.	All Teacher; Leadership Team	Completed grade updates each week				
4) We will maintain an active and positive relationship with our Parent Teacher Organization and Partner in education. Together we will implement several school-wide projects.	Leadership Team; All Teachers; PTO committee	Sign-in sheets; meeting minutes				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>5) Teachers, administrators, staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>Monthly opportunities are provided for all stakeholders to collaborate, plan, and implement timely campus staff development sessions. Monthly Campus Instructional Team. PTO meetings are held to receive input.</p>	Leadership Team, Staff	Meeting and Staff Development Agendas				
<p>6) Increase Parent attendance at Campus Informational Meetings to share:</p> <p>Standards and Goals Parent's Rights Curriculum Highlights School Report Card</p> <p>Meetings will be offered at flexible times where topics can be shared and discussed.</p>						
<p>7) Teachers complete positive phone call log and send positive referrals to APs for students that are doing a good job.</p>	Principal; Teachers	Positive Phone Call Logs				
<p>8) Livingston Junior High will continue to provide timely, accurate campus information to parents by a variety of modalities and will seek feedback through e-mail, surveys, and person-to-person conversations in order to assure that parents feel welcomed and understand that we want to work in partnership with them to help their child be successful.</p>	Leadership Team	Positive input from parents				
<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 4: Parents and Community

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

Performance Objective 2: Livingston Jr. High will conduct a academic parent night as students will select a project to create from one of the four main contents based on grade level standards. Parents will be invited to participate in the grading and presenting of student projects.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 4: Parents and Community

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

Performance Objective 3: Provide meet the teacher night, that will allow parents opportunities to ask questions and collect information.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 4: Parents and Community

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

Performance Objective 4: Through the UT Austin GearUp grant LJH will host a Financial Literacy Night for parents that addresses ways to save for college.

Evaluation Data Source(s) 4: Dec. 2019

Summative Evaluation 4:

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: Monitoring and utilizing school cameras to insure students are safe at all times.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) As a staff, we will review discipline data each nine weeks grading period to identify trends in student behavior on campus, as well as develop interventions and incentives to address areas of the campus that students need support.	Leadership Team; All Teachers	Discipline referral analysis				
2) Crisis Prevention Institute Training will be required of all staff members who work with students in a behavior setting. Staff Members to be trained will include - teachers, para-professionals, and leadership team members. Annual updates to training are required.	Leadership Team	In crisis situations CPI strategies are implemented.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>3) Staff will complete all safe school modules at the beginning of the school year. Topics include all of the following:</p> <p>Health Emergencies First-Aid Blood-borne Pathogen Exposure Prevention Cardiopulmonary Resuscitation AED Automated External Defibrillators Student Mental Health Youth Suicide: Awareness and Prevention School Intruders Bullying: Recognition and Response Child Abuse: Mandatory Reporting Stress Management De-Escalating Strategies Online Safety: Threats of Violence Integrated Pest Management</p>	Leadership Team	Training Certificates				
<p>4) Provide professional development based on level of expertise and need in the following areas:</p> <p>Bully Prevention Violence/Conflict resolution Recent Drug trends Developmental Assets No Place for Hate Love and Logic</p>	Leadership Team; PBMS Team	Staff Development, faculty, house meeting agendas				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>5) Livingston Junior High will implement a campus-wide recognition program to honor students who are following rules, going above and beyond, and regularly attending school.</p> <p>Attendance: 9 weeks drawings for individual perfect attendance 9 weeks grade level highest attendance percentage - Spirit Stick/Lunch Snack Each week grade with the highest attendance percentage has the banner hang in their hallway for the week</p> <p>Positive Office Referrals: Students will be selected for positive office referrals.</p>	Leadership Team, Attendance Committee, PBMAS Team Members	<p>Attendance Percentages increase</p> <p>Recognition and Accolades</p> <p>Positive Behavior of students; redemption rates</p>				
<p>6) Livingston Junior High faculty and staff members will collaboratively discuss the current discipline management plan and make adjustments as needed. The management plan begins with a firm foundation in classroom management and uses the discipline referral process as one of many strategies for maintaining a classroom environment which is cond supports safety at all times.</p>	Leadership Team; All Teachers	Discipline data, observations, Walk-throughs				



100% = Accomplished → = Continue/Modify 0% = No Progress X = 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 2: Fire drills, tornado drills, lock down drills, etc. will be performed the recommended amount of times in order to show students what to do in those situations.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 5: Safe Schools

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

Performance Objective 3: Keeping all doors locked in classrooms and around the building will prevent outsiders from entering the building without the school knowing.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

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:


Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Our teachers will receive professional training in implementing the use of Chromebooks into everyday instruction and other effective technology sources and devices, which will allow them to effectively use technology in their classrooms throughout the school year.	Leadership Team; All Teachers; Lion Geeks; Technology Department	Lesson Plans, Walk-through data; completion of technology training.				
2) Livingston Junior High will continue to integrate technology in the classroom through the use of Chromebooks, Smart boards, and E-instruction.	Leadership Team; All Teachers; Lion Geeks; Technology Department	Lesson Plans, Walk-through data; completion of technology training.				



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 = Continue/Modify

 = No Progress

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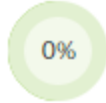

Goal 6: Technology

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy RDA TEA Priorities Connect high school to career and college Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Each student will be issued a Chromebook to use in each of their classes. Teachers will be required to provide the need for technology in their classroom on a daily bases.</p>	Campus leadership	Students will receive 21st century skills.				
<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 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:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus website will be consistently updated throughout the school year to include: principal's message, new initiatives, school calendar, upcoming meetings, exciting things happening at the school, student and teacher highlights.	Leadership Team; Website Manager	Updated Website				
2) Our teachers will update their grade books each week in order to keep parents current and informed about their child's academic progress.	All Teacher; Leadership Team	Completed grade updates each week				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

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 2: Through campus social media, parents will have access to events and accomplishments that are occurring at the Jr. High.


Evaluation Data Source(s) 2:

Summative Evaluation 2:

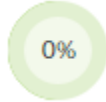
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 1) The school will provide updates of school events and parent/student information through campus Facebook and district web page.	Designated campus staff.					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Data will be strategically used to identify, intervene with and monitor students in need of Tier 2 and 3 supports. Individual student skill levels will be determined at the beginning of the school year and monitored throughout the school year. Instructional changes to the core curriculum/teaching practices for ALL learners will be monitored for effectiveness. Core areas will evaluate common assessment data at level meetings at each three week interval; teams will follow a data analysis protocol in order to identify strengths, weaknesses, next steps, and future goals.
1	1	3	Campus wide teachers will display daily content and language objectives in their classrooms, which align to the district curriculum. Teachers will use an essential question to guide their daily lessons. Sentence stems will be used to help guide instruction that are aligned to cross curricular student expectations.
1	1	4	An after-school tutorial program will be developed for students who are at risk of not passing STAAR. Students will be provided accelerated instruction using instructional specialists and teachers as tutors.
1	1	5	Targeted interventions will be conducted school-wide, implementation will take place depending on the five categories students fall into. Students will be identified based on score as we meet with teacher through in-service. This intervention time will be specific to the needs of the students in each house family. A campus developed universal screen-er will be utilized to find a baseline for all students in reading and math skill ability at the beginning of the school year. Each house family will group students according to their needs of intervention or enrichment.
1	1	6	Based on all grade level STAAR data students are performing below the state average in all areas. The goal will be to use researched based teaching strategies that have the key elements for higher performance. Master Schedule changes will be made to ensure TEKS are being met in all subjects and grade levels.
1	1	8	Staff Development opportunities for teachers at district and campus-level; campus visit to observe teachers using differentiated instructional strategies.
1	1	11	Special Education student will be pulled during an elective one per week to receive extra math skills support as Special Education students had a very low passing rate for 2018-2019 STAAR.
1	1	12	6th grade students who did not pass the 5th grade reading STAAR will receive ELI reading instruction five day a week during 3rd period.
1	2	1	Grade level teams will meet weekly in Professional Learning Communities to follow the PLC model for planning, data review and targeted interventions. Teachers will monitor progress using campus data protocols.

Goal	Objective	Strategy	Description
1	2	2	Teachers will increase the level of instruction through DOK depth of knowledge. Students will expand their understanding of content through deeper learning and expectation. The teachers will evaluate the DOK level 1-4 that each lesson is be taught on given the cognitive rigor matrix distributed and explained to each of the teacher. All teachers will implement strategies to increase student engagement and rigor in their classes as evidenced in their lesson plans.
1	2	3	We will create an effective Special Programs monitoring system by ensuring that teachers are closely monitoring their responsible students and are regularly using co-teach strategies in the classroom. Implementation of Resource for English and Math will be utilized for students who meet special education criteria. Monitoring and Evaluating the Least Restrictive Environment Ratio and develop campus capacity to support inclusive programming for students with disabilities. Special Education teachers are involved in department meetings, instructional planning, and data analysis meetings. Special Education teachers monitor a case load of students. LJH incorporates the in-class support model to ensure full continuum of support.
1	2	6	Provide training for teachers using the ELPS Linguistic Instructional Alignment allowing teachers to see the connections between the ELPS, College and Career Readiness, TELPAS Proficiency Level Descriptors, and Linguistic accommodations.
1	2	8	Strengthen the capacity of ELL program to provide a good foundation for Newcomer students; strengthen capacity to support language development for all ELL students in core classes.
1	2	9	Special Education Staff examines state assessment reports to evaluate progress of students with disabilities relative to IEP recommendations and predictions. How accurately did the IEP committee recommendations predict and guide student achievement on state assessments? Special Education teachers monitor the academic progress of students during each 9-week grading period. Special Education teachers will meet to review student progress, address teacher input and prepare for IEP meetings. Each teacher has a case load of students to mentor and provide support for and are responsible for communicating with teachers and parents regarding student progress, placements, and specific interventions needed to assure that all special education served students are making progress.
1	2	11	Support At-Risk population through targeted intervention in all classrooms by employing a variety of teaching strategies (i.e. Small group instruction, flexible grouping, chrome book aided instruction, classroom flipping)
1	2	13	6th Grade will implement RTI plans to ensure that at-risk students have the opportunity for small group instruction, pull outs during study skills 3rd period and after school tutorials.
1	2	14	At-Risk, Special Education, and Sub-group population students will have tutoring sessions after school twice a week for five weeks prior to STAAR testing.
1	2	15	Student progress and success of At-Risk, Economically Disadvantaged, Special Education, and Sub Group population students will be addressed by the grade level houses. Attendance and discipline concerns, as well as student academic concerns will be addressed monthly at House Meetings. A Student Focus List will be created and monitored to track progress of identified students. Parent meetings will be planned to discuss student progress and concerns. Core teachers will plan targeted interventions to address these students who are struggling academically based on data.

Goal	Objective	Strategy	Description
1	4	1	During PLC's Principals and teacher will evaluate student growth and regression from unit test and other data. The evaluating will allow staff to determine what standards need to be re-addressed.
3	2	1	Lead teachers will attend professional development for Differentiating Instruction, language rich classroom strategies, SIOP, Guided Reading, and collaborative teaching. Teachers will share strategies learned with staff through campus meetings.
3	2	2	Common Planning time will be used effectively to ensure consistency of instruction and effective appropriate lesson plans. Planning time will be purposeful in planning rigorous lessons that incorporate differentiated instruction. Monitoring of progress towards this goal will be documented through time allocated each week to checking on lessons, reflecting on successes and areas of growth in lesson delivery, and sharing ongoing assessment tools and data. All teachers will receive adequate common planning time and training using protocols to structure meetings and collaborative work time. Progress will be monitored by collecting and evaluating agendas and notes, as well as Leadership Team attendance on a regular basis.
3	2	3	We will promote a collaborative culture by implementing Professional Development partners that observe one another each nine weeks and provide one another with feedback on development of critical thinking, inquiry, communication, risk taking and open mindedness. Learning walks will be conducted to increase this collaborative effort.
3	2	4	Provide professional development that increases knowledge and skills related to: vertical alignment instructional strategies to meet the needs of diverse student populations integration of technology into curricula and instruction for improving teaching, learning, and technology literacy Small Group Instruction Opportunities for teachers to be coached, attend sustained training/in-services/workshops and/or conferences together with structured follow-up.
6	2	1	Each student will be issued a Chromebook t use in each of their classes. Teachers will be required to provide the need for technology in their classroom on a daily bases.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	11	Special Education student will be pulled during an elective one per week to receive extra math skills support as Special Education students had a very low passing rate for 2018-2019 STAAR.
1	1	12	6th grade students who did not pass the 5th grade reading STAAR will receive ELI reading instruction five day a week during 3rd period.
6	2	1	Each student will be issued a Chromebook t use in each of their classes. Teachers will be required to provide the need for technology in their classroom on a daily bases.

State Compensatory

Budget for Livingston Junior High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6119 00 041 7 24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$138,253.48
199 23 6119 00 041 7 24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,210.00
199 23 6129 00 041 7 24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$27,819.67
199 31 6129 00 041 7 24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$18,853.39
199 11 6129 00 041 7 24	6129 Salaries or Wages for Support Personnel	\$73,715.72
6100 Subtotal:		\$321,852.26
6300 Supplies and Services		
199 11 6329 01 041 7 24	6329 Reading Materials	\$453.00
199 11 6339 01 041 7 24	6339 Testing Materials	\$400.00
199 11 6399 00 041 7 24	6399 General Supplies	\$600.00
6300 Subtotal:		\$1,453.00
6400 Other Operating Costs		
199 11 6411 07 041 7 24	6411 Employee Travel	\$350.00
199 13 6411 00 041 7 24	6411 Employee Travel	\$500.00
6400 Subtotal:		\$850.00

Personnel for Livingston Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BEEBE, MICHELLE RAE LYNN	REGISTRAR	STATE COMP ED	1
CLARK, CORTNEY MICHELLE	RTI - GRAND CENTRAL STATION	STATE COMP ED	1
DUNN, JAMES EDGAR	SUPPORT STAFF	STATE COMP ED	1
HARRIS, JIMMY D	RTI - BEHAVIOR UNIT	STATE COMP ED	1
JOHNSON, CLARA MARIE	SUPPORT STAFF	STATE COMP ED	1
MILLER, KRISTINA GAIL	RTI - GRAND CENTRAL STATION	STATE COMP ED	1
NETTLES, JARED W	ADMINISTRATION	STATE COMP ED	1
OGDEN, AUDREY LOUISE	ATTENDANCE	STATE COMP ED	1
VASQUEZ, ESTELA	SUPPORT STAFF	STATE COMP ED	1
WYATT, SADIE KING	SUPPORT STAFF	STATE COMP ED	1