

Livingston Independent School District
Livingston Junior High School
2018-2019 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 933 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 grade level and houses. This provides an opportunity for teachers to collaborate and meet the needs of their students.

The student population is 10.1% African-American, 66.9% Anglo, 0.5% Asian, 0.6% American Indian, and 18.1% Hispanic. The student body has a low socioeconomic status of approximately 65.6%. The staff population is 92.3% Anglo, 1.5% Asian, and 3.1% 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 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- 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

- 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,
- 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
- Gifted and talented 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
- 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

Support Systems and Other Data

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

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

8th Grade:

Reading from 82% to 84%
Math from 78% to 80%
Science from 75% to 76%
Social Studies from 72% to 74%

7th Grade:

Reading from 63% to 72%
Writing from 57% to 67%
Math from 58% to 71%

6th Grade:





Reading from 53% to 66%
Math from 71% to 76%

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				
<p>Critical Success Factors CSF 2</p> <p>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.</p>	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				
<p>Critical Success Factors CSF 1</p> <p>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.</p>	All Teachers; Leadership Team	Walk-through data; lesson plans - including essential question for lesson and assessment to ensure understanding.				
<p>Critical Success Factors CSF 4</p> <p>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.</p>	Campus Lead Teachers	STAAR Scores				

<p align="center">Critical Success Factors CSF 4</p> <p>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>	<p>All Teachers; Leadership Team</p>	<p>STAAR Scores, Campus developed Universal Screener; Odyssey lesson plans, observations</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>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>	<p>All Teachers; Leadership Team</p>	<p>Walk-through data; lesson plans</p>				
<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>	<p>Leadership Team; Lead Teachers</p>	<p>Walkthroughs; training agendas; PLC meetings</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>8) Staff Development opportunities for teachers at district and campus-level; campus visit to observe teachers using differentiated instructional strategies.</p>	<p>Leadership Team</p>	<p>Staff Development agenda; lesson plans</p>				
<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>	<p>Leadership Team</p>	<p>Teacher Reports</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>10) Students will participate in after school interventions based on past STAAR results and current academic performance.</p>	<p>Teachers and Campus leadership team</p>	<p>STAAR Scores</p>				

<p align="center">Critical Success Factors CSF 2</p> <p>11) Students who were not successful on 6th grade ELA STAAR will be placed in a 1 1/2 7th grade ELA class with a small group of students for increase instruction.</p>	<p>7th Grade ELA writing Teachers and Campus Leadership</p>	<p>STAAR Scores</p>				
<p>12) Campus wide Novel Study though elective class twice a week. The ELA teacher will provide videos of explanations in google classroom.</p>	<p>ELA Teachers, Elective Teacher, and Campus Leadership</p>					
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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.

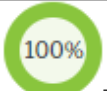

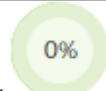

Evaluation Data Source(s) 2: To. be determined.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2</p> <p>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>Critical Success Factors CSF 7</p> <p>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>Critical Success Factors CSF 3</p> <p>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				

<p align="center">Critical Success Factors CSF 1</p> <p>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.</p>	<p>Leadership Team; Lead Teachers</p>	<p>Walk-through data; Lesson Plans</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>5) Friday 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.</p> <p>Students who fail both Reading and Math STAAR must participate in Intervention in place of an elective class.</p>	<p>Teachers and campus leadership team</p>	<p>Grade reports, CBAs, Unit test, Mock, and STAAR.</p>				
<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>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.</p>	<p>Leadership Team, Lead Teachers, ESL Teacher</p>	<p>Daily objectives, utilization of ELPS guide, training agenda</p>				
<p>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.</p>	<p>ESL Teacher, ESL Aide</p>	<p>Tracking system in Google Docs</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>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.</p>	<p>Leadership Team</p>	<p>ELL Teacher and implementation of instructional strategies to support language development for all ELL students.</p>				

<p align="center">Critical Success Factors CSF 2</p> <p>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>	<p>Leadership Team, Special Education Teachers</p>	<p>STAAR data, progress reports/report cards</p>				
<p>10) Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p>	<p>Leadership Team; Special Education Staff</p>	<p>Faculty Meeting Agendas, IEP documentation; Staff Development Agendas</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>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>	<p>Leadership Team</p>	<p>Team Meeting notes; STAAR data, Benchmark data; progress reports/report cards</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>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.</p>	<p>Leadership Team; Lead Teachers</p>	<p>Team Meeting notes; STAAR data, Benchmark data; progress reports/report cards; Lesson Plans</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>13) Grade Level Houses will implement RTI plans to ensure that at-risk students have the opportunity for small group instruction, pull outs during Odyssey and after school tutorials.</p>	<p>Leadership Team; House Coordinators; Department Chairs</p>	<p>Analysis of Data; Professional Development; RTI Conferences; Observations/Walk-Throughs; Planning sessions Odyssey Logs Tutorial Logs</p>				

<p>Critical Success Factors CSF 4</p> <p>14) Grade Level Houses will create engaging relevant enrichment activities for students not in need of interventions during Odyssey time.</p>	<p>Leadership Team; House Coordinators; Department Chairs</p>	<p>Analysis of Data; Professional Development; RTI Conferences; Observations/Walk-Throughs; Planning sessions</p>				
<p>Critical Success Factors CSF 4</p> <p>15) 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.</p>	<p>Leadership team; Teachers</p>	<p>Analysis of Data</p>				
<p>Critical Success Factors CSF 2</p> <p>16) 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.</p>	<p>Leadership team, House Coordinators, Teachers</p>	<p>Minutes and Agenda from meetings Parent Contact Logs Achievement, discipline and attendance data for targeted students.</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 3: Livingston Junior High will increase STAAR student passing performance for all student populations. LJH will increase the percentage of the students meeting Mastered (advanced performance) by at least 5% on all STAAR assessment.

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
<p>Critical Success Factors CSF 2</p> <p>1) Level III performance on local assessments will be maintained, monitored, and reviewed with the faculty.</p>	All Teachers; Leadership Team	<p>Level III scores on STAAR Assessments; Level III scores on CBAs and Benchmarks.</p> <p>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.</p>				
<p>Critical Success Factors CSF 4</p> <p>2) Livingston Junior High will implement a targeted plan for enrichment interventions during Odyssey to increase Level III scores on STAAR Assessments.</p>	All Teachers; Leadership Team	<p>Level III scores on STAAR Assessments; Level III scores on CBAs and Benchmarks.</p> <p>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.</p>				
<p>Critical Success Factors CSF 1</p> <p>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.</p>	Principal; GT Advanced Academics Lead teacher	Percentage of students taking advanced courses/Algebra I				
<p>Critical Success Factors CSF 1</p> <p>4) Teachers will differentiate and accelerate instruction for GT and Advanced students in order to increase Level III performance.</p>	All Teachers; Leadership Team	<p>Level III scores on STAAR Assessments</p> <p>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.</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>5) Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <p>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</p>	<p>Leadership Team; Campus GT Lead Teacher</p>	<p>Staff Development Service records GT Staff Development Log</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Implement and evaluate development of differentiated curriculum for meeting the needs of gifted students using instructional techniques from gifted and talented education.</p> <p>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.</p>	<p>Leadership Team; Campus GT Lead Teacher</p>	<p>Staff Development Service Logs</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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:

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
<p>Critical Success Factors CSF 6</p> <p>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.</p>	Campus Advisory Committee Chariman	Needs and Concerns are addressed				
<p>Critical Success Factors CSF 2</p> <p>2) Each Campus House will submit a budget for approval. Budgets will include a justification for items to be purchased.</p> <p>Each Campus Department will submit a budget for approval. Budgets will include a justification for items to be purchased.</p>	Leadership Team; Site Based Decision Committee	Budgeted items are allocated appropriately for the needs of the campus.				
<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 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
Critical Success Factors CSF 7 1) We will encourage and solicit teachers to obtain specific subject area certifications.	Leadership Team	Certifications of teachers, SBEC				
Critical Success Factors CSF 7 2) We will encourage teachers to become ESL certified and GT trained based on teaching assignments.	Leadership Team	Certifications of teachers. SBEC				
Critical Success Factors CSF 1 CSF 7 3) Experienced and knowledgeable Livingston Junior High teachers will be mentors and buddies to new teachers.	Leadership Team; Lead Teachers	Meeting agenda, minutes				

<p align="center">Critical Success Factors CSF 7</p> <p>4) Recruit and retain highly-qualified staff by highlighting the school and its students on the website and by participating in job fairs.</p>	<p>Leadership Team</p>	<p>Interviews; Job Postings, Candidate Selection</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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>Critical Success Factors CSF 2 CSF 7</p> <p>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>Critical Success Factors CSF 4</p> <p>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.				

<p align="center">Critical Success Factors CSF 4</p> <p>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.</p>	<p>Leadership Team; Lead Teachers</p>	<p>Observation data; meeting notes</p>				
<p align="center">Critical Success Factors CSF 4 CSF 7</p> <p>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 Co-Teach Training Small Group Instruction Opportunities for teachers to be coached, attend sustained training/in-services/workshops and/or conferences together with structured follow-up.</p>	<p>Leadership Team</p>	<p>Agendas Observations/Walk-through Lesson Plans</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Math teachers will receive support and training in math methodology in order to make maximum use of the double block math schedule by learning how to teach conceptually and monitor student's math skill acquisition.</p>	<p>Leadership Team; Lead Teachers</p>	<p>Lesson Plans and observations that support use of high yield strategies.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>6) Social Studies teachers will receive support and training in Social Studies instruction. An instructional coach will work with teachers throughout the school year.</p>	<p>Leadership Team; Instructional Coach</p>	<p>Lesson Plans and observations that reflect use of instructional strategies.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>7) 8th grade Science teachers will receive support and training in science methodology in order to make maximum use of the double block science schedule by learning how to teach conceptually and monitor student's science acquisition.</p>	<p>Leadership Team; Lead Teachers</p>	<p>Lesson Plans and observations that support use of high yield strategies.</p>				







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: A quality professional development program, Professional Learning Community and opportunities for teacher leader roles will be implemented

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) There will be a focus on efforts to support teachers toward achievement of their students learning goals. Staff will receive constructive feedback at least once per nine weeks.</p>	Leadership Team; Lead Teachers	Walk-through data				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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 4: Provide support and communication for each teacher to insure all staff are successful and values the work they do at Livingston Jr. High.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

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
Critical Success Factors CSF 5 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				
Critical Success Factors CSF 5 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				

<p align="center">Critical Success Factors CSF 5</p> <p>3) Our teachers will update their grade books each week in order to keep parents current and informed about their child's academic progress.</p>	<p>All Teacher; Leadership Team</p>	<p>Completed grade updates each week</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>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.</p>	<p>Leadership Team; All Teachers; PTO committee</p>	<p>Sign-in sheets; meeting minutes</p>				
<p align="center">Critical Success Factors CSF 4 CSF 5</p> <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>	<p>Leadership Team, Staff</p>	<p>Meeting and Staff Development Agendas</p>				
<p align="center">Critical Success Factors CSF 5</p> <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 align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Teachers complete positive phone call log and send positive referrals to APs for students that are doing a good job.</p>	<p>Principal; Teachers</p>	<p>Positive Phone Call Logs</p>				

<p align="center">Critical Success Factors CSF 5</p> <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				
<p>9) 9) Livingston Jr. High will host a science and math fair in the Fall and Spring. Parents will be invited to participate in the exhibit.</p>	Teacher and Admin.	Parent involvement				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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 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

<p align="center">Critical Success Factors CSF 6</p> <p>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.</p>	<p>Leadership Team; All Teachers</p>	<p>Discipline referral analysis</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>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.</p>	<p>Leadership Team</p>	<p>In crisis situations CPI strategies are implemented.</p>				
<p align="center">Critical Success Factors CSF 6</p> <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>	<p>Leadership Team</p>	<p>Training Certificates</p>				

<p align="center">Critical Success Factors CSF 6</p> <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>	<p>Leadership Team; PBMS Team</p>	<p>Staff Development, faculty, house meeting agendas</p>				
<p align="center">Critical Success Factors CSF 6</p> <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>	<p>Leadership Team, Attendance Committee, PBMAS Team Members</p>	<p>Attendance Percentages increase</p> <p>Recognition and Accolades</p> <p>Positive Behavior of students; redemption rates</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Students will participate in a character education program that meets the needs of our students social and emotional learning.</p> <p>Lessons based on the 40 developmental assets will be shared during Odyssey with students.</p>	<p>Leadership Team; Teachers</p>	<p>Developmental Assets Lesson Plans Observations/Walk-throughs</p>				

<p>Critical Success Factors CSF 6</p> <p>7) 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>	<p>Leadership Team; All Teachers</p>	<p>Discipline data, observations, Walk-throughs</p>				
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= 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 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

<p>Critical Success Factors CSF 1 CSF 7</p> <p>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.</p>	<p>Leadership Team; All Teachers; Lion Geeks;Technology Department</p>	<p>Lesson Plans, Walk-through data; completion of technology training.</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Livingston Junior High will continue to integrate technology in the classroom through the use of Chromebooks, Smart boards, and E-instruction.</p>	<p>Leadership Team; All Teachers; Lion Geeks;Technology Department</p>	<p>Lesson Plans, Walk-through data; completion of technology training.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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:

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
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) A quarterly school newsletter will be developed to share pertinent information, success stories, and updates that will keep everyone in the know about the happenings at the school.</p>	Leadership Team	Published newsletter including a web edition of the newsletter.				
<p>Critical Success Factors CSF 5</p> <p>2) 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.</p>	Leadership Team; Website Manager	Updated Website				

<p>Critical Success Factors CSF 5</p> <p>3) Our teachers will update their grade books each week in order to keep parents current and informed about their child's academic progress.</p>	<p>All Teacher; Leadership Team</p>	<p>Completed grade updates each week</p>				
<p>Critical Success Factors CSF 5</p> <p>4) Our teachers will update and maintain a classroom webpage in order to keep parents and students informed about assignments, projects, and events in class.</p>	<p>All Teachers; Leadership Team, Lion Geeks</p>	<p>Updated teacher webpages</p>				

 = Accomplished
  = Continue/Modify
  = 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:

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 categorizes 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	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.
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.

Goal	Objective	Strategy	Description
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	Grade Level Houses will implement RTI plans to ensure that at-risk students have the opportunity for small group instruction, pull outs during Odyssey and after school tutorials.
1	2	14	Grade Level Houses will create engaging relevant enrichment activities for students not in need of interventions during Odyssey time.
1	2	15	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	16	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.
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.

Goal	Objective	Strategy	Description
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 Co-Teach Training Small Group Instruction Opportunities for teachers to be coached, attend sustained training/in-services/workshops and/or conferences together with structured follow-up.
3	2	5	Math teachers will receive support and training in math methodology in order to make maximum use of the double block math schedule by learning how to teach conceptually and monitor student's math skill acquisition.
3	2	6	Social Studies teachers will receive support and training in Social Studies instruction. An instructional coach will work with teachers throughout the school year.
3	2	7	8th grade Science teachers will receive support and training in science methodology in order to make maximum use of the double block science schedule by learning how to teach conceptually and monitor student's science acquisition.

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 RAELYNN	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