

Carrollton-Farmers Branch Independent School District

Long Middle School

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Guiding Objectives	16
Guiding Objective 1: Optimize Engaging and Diverse Learning	17
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	25
Guiding Objective 3: Optimize Community Engagement	32
Guiding Objective 4: Optimize Social and Emotional Health of all students	38
Guiding Objective 5: Optimize All Available Resources	43
Campus Level Improvement Committee	45
Campus Funding Summary	46

Comprehensive Needs Assessment

Revised/Approved: May 6, 2022

Demographics

Demographics Summary

Originally constructed as North Carrollton Junior High School in 1980, the school's name was changed in 1988 upon the retirement of Dan F. Long, who served as superintendent of the district for 12 years. The School Board chose to re-name the school for Long because of his tremendous contributions to local public education as well as education throughout the state and country. Dan F. Long is located in the north east part of Dallas, TX. at 2525 Frankford Road as part of Carrollton Farmers Branch ISD. The school houses grades 6-8 with a current enrollment of 655 students with 229 6th grade students (113 females, 116 males); 223 7th grade students (99 females, 124 males) and 203 8th grade students (104 females, 99 males). Approximately 3/4 of our students live close enough to walk to school. One general education bus and three Special Education buses support our students in attending school. Housing in attendance zones consists of single family homes as well as five apartments located within a half mile radius. Long Middle School provides a rich learning experience to our students by teaching and reaching the hearts of our students. We offer programs such as Project Lead the Way, Dual Language, Kickstart Karate and AVID to our Falcons. Our phenomenal Fine Arts and Athletic programs provide an opportunity for students to challenge themselves and be a member of team. We celebrate our diversity of our students. Our student populations represent Hispanic (60.31% fastest growing student population), African American (27.18%), White (7.33%), Asian (2.29%), Two or More Races (2.29%) and American Indian (.61%). Dan F. Long serves 78.05% of students who are Economically Disadvantaged which is 15% higher than the district percentage of 63.52%. Our student body consists of 40.59% Emergent Bilingual; 21.29% ESL; 8.58% Gifted and Talented; 18.32% SPED; 4.13% 504; 65.35% At Risk students and 1.82% students identified as homeless.

Our instructional paraprofessionals are highly qualified. They are required to hold an associate's degree or have completed a minimum of 2 years of college coursework. Pass an assessment that indicates you are prepared to help students learn about reading, writing and mathematics. At Long we employ Instructional Facilitators whose primary responsibility is to help new to five-year teachers on the campus. They serve as a resource for novice teachers, assisting them in learning their profession and assisting more experienced teachers in honing their skills. Additionally, we have subject Specialists Coaches that meet regularly with each content team across all grade levels to educate how to effectively apply and expand the district curriculum. The expert coach assists instructors in developing and learning new teaching tactics, as well as assisting in the classroom.

On a regular basis, we have instructional facilitators and content specialists on campus to assist teachers who are having difficulty with their students' academic performance. Both the instructional facilitator and the content specialist coach will model teach for the struggling teacher in terms of teaching and planning. Struggling teachers have the opportunity to visit other teachers' classrooms who are Mastering a particular skill they are weak in. Both, if possible, will enter a classroom and co-teach in order to provide additional assistance to the instructor and students. Administrators do weekly walkthroughs and provide feedback to assist teachers. Teachers are assisted in building a strategy for student restructuring and success in their classroom. Teachers who exhibit and produce the highest levels of academic success in their students are often invited to discuss their ideas with the staff at faculty meetings or professional development sessions. Occasionally, these elite instructors are videotaped, and the film is utilized to train and model for new teachers. These educators are highly appreciated and are offered a great deal of praise. Our teacher-student ratio is around 25-1. Class sizes for Science and Social Studies students and electives,

such as Art and Theater are often greater due to number of teachers and sections provided.

Demographics Strengths

Dan F. Long Middle School has many strengths. Some of the most notable demographic strengths include:

1. Hispanic population is fastest growing student population due to newcomer program on campus.
2. Student to teacher ratios allow teachers to build relationships with students.
3. Attendance rate is impacted by the proximity of single family homes and apartments which allows approximately 3/4 of our students to walk to school.
4. Highly qualified paraprofessionals as well as teachers provide a rich learning environment for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 60.31% of Dan F. Long students are Hispanic yet there are only 8 staff members who speak Spanish. **Root Cause:** Hiring decisions are based on content need with few applicants that speak Spanish.

Problem Statement 2 (Prioritized): 98% of electives, Science, and Social Studies classes had a student-teacher ratio more than 25 to 1. **Root Cause:** A limited number of electives are accessible owing to the limited number of available instructors. Science and Social Studies have fewer content instructors than Mathematics and English Language Arts.

Student Learning

Student Learning Summary

Student Learning Summary

Student learning has been challenging to assess since the start of COVID in March 2020. Students have learned remotely and traditionally. Absences for staff and students have been significant due to quarantine and positive cases. STAAR tests were canceled the Spring of 2020 due to COVID. Variants of COVID have provided interruptions in learning every few months.

The campus CIC committee met virtually and reviewed a variety of student academic achievement information and data, including campus based assessments, past STAAR scores and teacher information. The committee analyzed differences between student groups (special ed, at-risk, and EL) and grade levels. An analysis of the campus comparison group quartile rankings for the past three years was completed. The committee also compared student achievement at the end of 2019 and 2020, with what information was available at the end of 2021. As much as possible, information was disaggregated by student groups, including these: gifted/talented, ELs, at-risk, special education and homeless students. The summary data listed below includes information that rose to the top as the committee's most significant findings. When formal data was not available, the committee leaned on anecdotal information and perceptual data from teachers.

Here is a reminder of the 2019 and 2021 STAAR All Students Scores for perspective. An explanation of significant findings is included below.

2019 All Students	DNM	Approaches	Meets	Masters		2021 All Students	DNM	Approaches	Meets	Masters
6th Reading	51%	49%	18%	6%		6th Reading	55%	45%	7%	1%
7th Reading	45%	55%	28%	10%		7th Reading	45%	55%	35%	17%
7th Writing	50%	50%	23%	7%		7th Writing	54%	46%	16%	2%
8th Reading	36%	64%	38%	15%		8th Reading	39%	61%	30%	13%
6th Math	38%	62%	17%	4%		6th Math	50%	50%	11%	3%
7th Math	45%	55%	17%	2%		7th Math	76%	24%	1%	0%
8th Math	33%	67%	32%	5%		8th Math	64%	36%	11%	3%
8th Science	30%	70%	38%	16%		8th Science	53%	47%	22%	9%
8th Social Studies	57%	43%	12%	4%		8th Social Studies	63%	37%	12%	3%

READING

Looking deeper, two years of STAAR Reading Approaches scores are as follows:

STAAR Reading Approaches				
	2019	2021	Change	District Change
6th Grade	49%	45%	-4%	-8%
7th Grade	55%	55%	0%	-5%
8th Grade	64%	61%	-3%	0%

An analysis of scores for each student group at each grade level in Reading revealed the following:

White, Hispanic, African American, etc. **2019:** 62% **2021:** 56%

ECD **2019:** 59% **2021:** 54%

Long Middle School

Generated by Plan4Learning.com

Migrant: N/A
 LEP **2019:** 55% **2021:** 54%
 SpEd **2019:** 30% **2021:** 24%
 Gifted/Talented: N/A
 At-Risk: N/A

Math

Looking deeper, two years of STAAR Math Approaches scores are as follows:

STAAR Math Approaches				
	2019	2021	Change	District Change
6th Grade	62%	50%	-12%	-16%
7th Grade	55%	24%	-31%	-32%
8th Grade	67%	36%	-31%	-23%

An analysis of scores for each student group at each grade level in Math revealed the following:

White, Hispanic, African American, etc. **2019:** 71% **2021:** 44%
 ECD **2019:** 69% **2021:** 41%
 Migrant N/A
 LEP **2019:** 74% **2021:** 43%
 SpEd **2019:** 45% **2021:** 18%
 Gifted/Talented: N/A
 At-Risk: N/A

Writing

Looking deeper, two years of STAAR Writing Approaches scores are as follows:

STAAR Writing Approaches				
	2019	2021	Change	District Change
8th Grade	50%	46%	-4%	-5%

An analysis of scores for each student group at each grade level in WRITING revealed the following:

White, Hispanic, African American, etc. **2019:** 52% **2021:** 47%
 ECD **2019:** 49% **2021:** 43%
 Migrant N/A
 LEP **2019:** 49% **2021:** 39%
 SpEd **2019:** 15% **2021:** 8%
 Gifted/Talented: N/A
 At-Risk: N/A

Science

Looking deeper, two years of STAAR Science Approaches scores are as follows:

STAAR Science Approaches				
	2019	2021	Change	District Change
8th Grade	70%	47%	-23%	-25%

An analysis of scores for each student group at each grade level in SCIENCE revealed the following:

White, Hispanic, African American, etc. **2019:** 73% **2021:** 48%

ECD **2019:** 70% **2021:** 44%

Migrant: N/A

LEP **2019:** 70% **2021:** 41%

SpEd **2019:** 45% **2021:** 22%

Gifted/Talented: N/A

At-Risk: N/A

Social Studies

Looking deeper, two years of STAAR Social Studies Approaches scores are as follows:

STAAR Social Studies Approaches				
	2019	2021	Change	District Change
8th Grade	43%	37%	-6%	-3%

An analysis of scores for each student group at each grade level in Social Studies revealed the following:

White, Hispanic, African American, etc. **2019:** 46% **2021:** 38%

ECD **2019:** 42% **2021:** 35%

Migrant: N/A

LEP **2019:** 43% **2021:** 29%

SpEd **2019:** 24% **2021:** 22%

Gifted/Talented N/A

At-Risk N/A

Student Learning Strengths

Dan F. Long Middle School has many strengths. Some of the most notable Student Learning strengths include:

1. Most content areas closed the GAP with the other middle schools in our district.

2. All students goal set before MAP testing 3 times per year.
3. MTSS is prevalent in every grade level and showing growth for students.
4. Falcon's Read and Dreambox provide extra support for our students.
5. Teacher to student ratio.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2022 STAAR Data shows the gap for Reading scores campus wide. **Root Cause:** 6th graders came in last year with a 4th grade average lexile level.

Problem Statement 2 (Prioritized): Longitudinal STAAR data for 2021 in grades 7 & 8 for Math shows a significant decrease indicating 24% of 7th-grade students that met the district's "Approaches" standard which is 31 points lower than the state goal of 55%; whereas 8th-grade students show a decrease of 38% students that met the district's "Approaches" standard which is 24 points lower than the state goal of 62%. **Root Cause:** Students enter Long with large gaps in learning which are closed while they are here. Our external factors play a role in this.

Problem Statement 3 (Prioritized): 2019 longitudinal STAAR data shows a significant decrease within the 30% range for SPED student groups as compared with the All student group. **Root Cause:** Students with learning disabilities have more barriers to achievement.

School Processes & Programs

School Processes & Programs Summary

The processes and programs at Dan F Long Middle School fall into three major categories: Curriculum/Instruction, Student Development, and Teacher Recruitment/Retention/Development. Each category has several elements that combine to meet the needs of our students by developing curriculum and instruction, while aiding teachers in their development of instruction. Each category contains specific programs and processes to that end.

Curriculum and Instruction includes programs and processes such as utilizing district curriculum, unpacking the standards, RTI tutorials, STAAR tutorials, and Title I tutorials.

Student Development programs and processes are shaped largely by CCMR, AVID, CIS, use of planners, Safety Net, Campus Wide Discipline Process, Summer School, Restorative Practices and an additional half time counselor.

Teacher Recruitment and Development programs and processes include the use of Instructional Facilitators, District Coaches, the CFB Jobfair, New Teacher Orientation, Mentoring Program, PD Time, an Instructional Dean, Monthly New Teacher "Onboarding", Book Study and TIA.

School Processes & Programs Strengths

Some of the strengths identified by teachers and administrators are:

1. The use of PD time given to teachers to analyze data obtained from testing such as class assessments, MAP scores, and STAAR scores.
2. DDI
3. Time given to teachers for lesson planning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student discipline problems interfere with learning and student growth. **Root Cause:** Classroom management strategies need to be monitored and practiced.

Problem Statement 2 (Prioritized): Student deficiencies on standardized test aren't addressed before the next test. **Root Cause:** The timeline for testing doesn't allow for reteaching because new material must be addressed.

Problem Statement 3 (Prioritized): Teachers have gone away from best practices due to the adaptations needed through the Pandemic **Root Cause:** The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.

Problem Statement 4 (Prioritized): Counselors aren't able to meet with students and staff due to other issues **Root Cause:** Counselors are asked to do non-counseling duties.

Problem Statement 5 (Prioritized): There is a growing need, state-wide, for review of safety plans and practicing procedures **Root Cause:** Situations outside of the school/district's control have created these concerns and fears on a national level.

Perceptions

Perceptions Summary

One of the core beliefs at Dan F. Long Middle School is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow.

New teachers and families come into our school with all kinds of previous school experiences. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning. Dan F. Long wants to narrow the performance gap among all student groups, and particularly between Hispanic, African American and White students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students - ALL students. We take them where they are and we move them as quickly and as far as we can. When students walk in the door, they belong to us." Students are taught that excellence is the habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time

.

Students are taught and then taught the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are blessed to have respectful, confident students. The staff understands that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence. We constantly check our progress by conducting panorama surveys with students and parents to get feedback and to make changes. We also have yearly staff surveys to improve.

In an effort to ensure classrooms are places where students feel respected and where high expectations for learning and habits of excellence are displayed, each teacher Creates and shares their classroom procedures with peers. Then, we also check our progress with students. Each semester, students in grades 6-8 are asked questions on 3 teachers. The most significant survey results from 2021-2022 include:

- Relationships - Student value and see the efforts placed by teachers to genuinely get to know and care for our students.
- Engagement - Students responded overwhelmingly that they would like for classes to be more engaging. They stated it is something missing.
- Real World Curriculum - Students expressed their desire to understand the practical application of things they are learning.
- Peer to peer relationships - Students mentioned that students don't look out for each other or want to help each other
- Expectations - Students stated that there is a big discrepancy between teachers and their policies and procedures in class.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. This past two school year, Dan F. Long Middle School had very few major incidents of negative behavior. In fact, there are significant decreases when compared with prior years for students being placed OSS and ISS. Restorative practices and our Title 1 behavior coordinator are making a difference. While our major disciplines have seen a decrease, we have seen a increase on minor

behaviors in the classroom. With a growing student population re-entering the school setting after spending 2 years remote, we are very proud of these numbers.

Dan F. Long also places a priority on creating a family and community friendly school environment. Our new PTA president is excited to lead family and community engagement initiatives. We know communication is a key way to engage parents and the community. In addition to the typical newsletters sent home via email and school events posted on the marquee and social media.

Perceptions Strengths

Strengths for the campus include:

- Out-of-placement consequences for discipline was significantly decreased from 20-21 to 21-22.
- Students expressed that relationships with teachers were a positive spot on Panorama survey.
- New PTA leadership is committed to parent involvement and more school events.
- Action steps and follow-up are in place for student comments on Panorama student survey
- Enrollment increased by 65 students throughout the school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers struggle to create and maintain a relationship with their students' parents. **Root Cause:** Our community has families that are struggling with basic needs, therefore, they are not able to put education as their first priority

Problem Statement 2 (Prioritized): Teachers are struggling with unfocused/unmotivated students, which has led to poor classroom management. **Root Cause:** Teachers are competing with technology and modern entertainment.

Priority Problem Statements

Problem Statement 1: 60.31% of Dan F. Long students are Hispanic yet there are only 8 staff members who speak Spanish.

Root Cause 1: Hiring decisions are based on content need with few applicants that speak Spanish.

Problem Statement 1 Areas: Demographics

Problem Statement 5: 2022 STAAR Data shows the gap for Reading scores campus wide.

Root Cause 5: 6th graders came in last year with a 4th grade average lexile level.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Student discipline problems interfere with learning and student growth.

Root Cause 6: Classroom management strategies need be monitored and practiced.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 9: Teachers struggle to create and maintain a relationship with their students' parents.

Root Cause 9: Our community has families that are struggling with basic needs, therefore, they are not able to put education as their first priority

Problem Statement 9 Areas: Perceptions

Problem Statement 2: 98% of electives, Science, and Social Studies classes had a student-teacher ratio more than 25 to 1.

Root Cause 2: A limited number of electives are accessible owing to the limited number of available instructors. Science and Social Studies have fewer content instructors than Mathematics and English Language Arts.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Longitudinal STAAR data for 2021 in grades 7 & 8 for Math shows a significant decrease indicating 24% of 7th-grade students that met the district's "Approaches" standard which is 31 points lower than the state goal of 55%; whereas 8th-grade students show a decrease of 38% students that met the district's "Approaches" standard which is 24 points lower than the state goal of 62%.

Root Cause 3: Students enter Long with large gaps in learning which are closed while they are here. Our external factors plays a role in this.

Problem Statement 3 Areas: Student Learning

Problem Statement 7: Student deficiencies on standardized test aren't addressed before the next test.

Root Cause 7: The timeline for testing doesn't allow for reteaching because new material must be addressed.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 10: Teachers are struggling with unfocused/unmotivated students, which has led to poor classroom management.

Root Cause 10: Teachers are competing with technology and modern entertainment.

Problem Statement 10 Areas: Perceptions

Problem Statement 4: 2019 longitudinal STAAR data shows a significant decrease within the 30% range for SPED student groups as compared with the All student group.

Root Cause 4: Students with learning disabilities have more barriers to achievement.

Problem Statement 4 Areas: Student Learning

Problem Statement 8: Teachers have gone away from best practices due to the adaptations needed through the Pandemic

Root Cause 8: The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 11: Counselors aren't able to meet with students and staff due to other issues

Root Cause 11: Counselors are asked to do non-counseling duties.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: There is a growing need, state-wide, for review of safety plans and practicing procedures

Root Cause 12: Situations outside of the school/district's control have create these concerns and fears on a national level.

Problem Statement 12 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Equity data

Support Systems and Other Data

- Organizational structure data

Guiding Objectives

Revised/Approved: June 15, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: 100% of Long teachers, grades 6-8 will have fully implemented PLC, DDI, lesson plans, and instructional strategies by the end of the 2022-2023 school year

High Priority

Evaluation Data Sources: PLC Meeting Data

District Interim Data

STAAR data

MAP Data





TIL/DDI meetings

PLC data through surveys and PLC plans

Lesson Plans

Professional Development Agendas

Strategy 1 Details	Reviews			
Strategy 1: Attend trainings for MTSS and PLC and then implement the components for each. Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation of skills necessary through effective PLC's using data and research based practices Staff Responsible for Monitoring: Principal and Instructional Dean TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1, 2, 3 Funding Sources: Instructional Dean - 211 Title I - \$70,000, Professional Development Books - 211 Title I - \$2,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Aligned Master Schedule for all content areas to have PLC time together daily Strategy's Expected Result/Impact: Lower class sizes for classes and learner outcomes will improve with data informed instruction and best practices Staff Responsible for Monitoring: Principal Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Demographics
Problem Statement 2: 98% of electives, Science, and Social Studies classes had a student-teacher ratio more than 25 to 1. Root Cause: A limited number of electives are accessible owing to the limited number of available instructors. Science and Social Studies have fewer content instructors than Mathematics and English Language Arts.
Student Learning
Problem Statement 1: 2022 STAAR Data shows the gap for Reading scores campus wide. Root Cause: 6th graders came in last year with a 4th grade average lexile level. Problem Statement 2: Longitudinal STAAR data for 2021 in grades 7 & 8 for Math shows a significant decrease indicating 24% of 7th-grade students that met the district's "Approaches" standard which is 31 points lower than the state goal of 55%; whereas 8th-grade students show a decrease of 38% students that met the district's "Approaches" standard which is 24 points lower than the state goal of 62%. Root Cause: Students enter Long with large gaps in learning which are closed while they are here. Our external factors plays a role in this.
School Processes & Programs
Problem Statement 1: Student discipline problems interfere with learning and student growth. Root Cause: Classroom management strategies need be monitored and practiced. Problem Statement 2: Student deficiencies on standardized test aren't addressed before the next test. Root Cause: The timeline for testing doesn't allow for reteaching because new material must be addressed. Problem Statement 3: Teachers have gone away from best practices due to the adaptations needed through the Pandemic Root Cause: The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Long Middle School will increase Student Achievement data for 100% students in the area of Reading by 6% in the 22-23 School Year.

High Priority

Evaluation Data Sources: District Interim Data





MAP Scores

Lexlie Levels

STAAR Scores

District DCFA's

Strategy 1 Details	Reviews			
Strategy 1: Engage in supplementary reading time during advisory with 100% of the students Strategy's Expected Result/Impact: This will increase our student's Lexile level and reading scores Staff Responsible for Monitoring: Counselors TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Extend supplemental Reading Instruction opportunities to students with the most need Strategy's Expected Result/Impact: This will have a direct impact on student scores. Students will be in tier 2 or tier 3 instruction getting on grade level or last year's standards. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 3 - Perceptions 2 Funding Sources: Library books - 211 Title I - \$2,000, Literacy Night - 211 Title I - \$2,000, Professional Development - 211 Title I - \$4,000, ILit and MTA Classes - 211 Title I - \$0	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Hold RTI Tutorials during Advisory for Math and reading Strategy's Expected Result/Impact: Learner outcomes will increase Staff Responsible for Monitoring: Principal and Instructional Dean TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3 Funding Sources: RTI Tutors - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Look for and implement research based practices for ELA Instruction Strategy's Expected Result/Impact: Reading scores will increase campus wide Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Reading Instructional Materials and Technology - 211 Title I - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: 2022 STAAR Data shows the gap for Reading scores campus wide. Root Cause: 6th graders came in last year with a 4th grade average lexile level. Problem Statement 2: Longitudinal STAAR data for 2021 in grades 7 & 8 for Math shows a significant decrease indicating 24% of 7th-grade students that met the district's "Approaches" standard which is 31 points lower than the state goal of 55%; whereas 8th-grade students show a decrease of 38% students that met the district's "Approaches" standard which is 24 points lower than the state goal of 62%. Root Cause: Students enter Long with large gaps in learning which are closed while they are here. Our external factors plays a role in this. Problem Statement 3: 2019 longitudinal STAAR data shows a significant decrease within the 30% range for SPED student groups as compared with the All student group. Root Cause: Students with learning disabilities have more barriers to achievement.
School Processes & Programs
Problem Statement 3: Teachers have gone away from best practices due to the adaptations needed through the Pandemic Root Cause: The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.

Perceptions

Problem Statement 2: Teachers are struggling with unfocused/unmotivated students, which has led to poor classroom management. **Root Cause:** Teachers are competing with technology and modern entertainment.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Increase Student Achievement data for 100% of the students in grades 6-8 by 6% in the area of Math during the 22-23 School Year.

High Priority





Evaluation Data Sources: MAP Data

District Interim Data

STAAR Scores

CFA's

Strategy 1 Details	Reviews			
Strategy 1: Use Dreambox for at least 30 minutes per week for extra Math practice during Advisory Strategy's Expected Result/Impact: Research shows that regular use of Dreambox increases students Math scores. Staff Responsible for Monitoring: Counselors Problem Statements: Student Learning 2 Funding Sources: Advisory Class - 211 Title I - \$0, Dreambox and other Math Supplements - 211 Title I - \$1,000, Math Connection Classes - 211 Title I - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement RTI Tutorials during Advisory Strategy's Expected Result/Impact: Learner Outcomes will improve Staff Responsible for Monitoring: Principal and Instructional Dean TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 3 Funding Sources: RTI Tutors - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Use additional research based best practices for Math learning Strategy's Expected Result/Impact: Math scores will see an increase Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 Funding Sources: Instructional Materials and Technology - 211 Title I - \$2,000		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: 2022 STAAR Data shows the gap for Reading scores campus wide. Root Cause: 6th graders came in last year with a 4th grade average lexile level. Problem Statement 2: Longitudinal STAAR data for 2021 in grades 7 & 8 for Math shows a significant decrease indicating 24% of 7th-grade students that met the district's "Approaches" standard which is 31 points lower than the state goal of 55%; whereas 8th-grade students show a decrease of 38% students that met the district's "Approaches" standard which is 24 points lower than the state goal of 62%. Root Cause: Students enter Long with large gaps in learning which are closed while they are here. Our external factors plays a role in this. Problem Statement 3: 2019 longitudinal STAAR data shows a significant decrease within the 30% range for SPED student groups as compared with the All student group. Root Cause: Students with learning disabilities have more barriers to achievement.
School Processes & Programs
Problem Statement 3: Teachers have gone away from best practices due to the adaptations needed through the Pandemic Root Cause: The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 4: Increase reading levels 10%for 100% Emerging Bilingual Students by May 2023.

High Priority

Evaluation Data Sources: MAP Data

TELPAS Data

STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Participate in Falcons Read - 100% of the students will read for 30 minutes during advisory class at least 3x per week during the 21-22 school year Strategy's Expected Result/Impact: Students will increase their reading stamina and fluency Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: Books - 211 Title I - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Supply Teachers with best practices during PD at least 1x per semester Strategy's Expected Result/Impact: Teachers will be better equipped to teach emerging bilinguals in a fully immersed environment Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Continue the implementation of Restorative Practices and Relationship building for staff with students and parents.

Evaluation Data Sources: Restorative Logs

Parent Contact Logs

PBIS logs

Strategy 1 Details	Reviews			
Strategy 1: Hold Restorative committee meetings, review data, and implement changes based on campus needs Strategy's Expected Result/Impact: Fewer discipline incidents and high student engagement Staff Responsible for Monitoring: Restorative Specialist. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3 - Perceptions 2 Funding Sources: Professional Development - 211 Title I - \$2,000, Positive behavior Rewards - 211 Title I - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5 Problem Statements:

Student Learning
Problem Statement 1: 2022 STAAR Data shows the gap for Reading scores campus wide. Root Cause: 6th graders came in last year with a 4th grade average lexile level.
Problem Statement 2: Longitudinal STAAR data for 2021 in grades 7 & 8 for Math shows a significant decrease indicating 24% of 7th-grade students that met the district's "Approaches" standard which is 31 points lower than the state goal of 55%; whereas 8th-grade students show a decrease of 38% students that met the district's "Approaches" standard which is 24 points lower than the state goal of 62%. Root Cause: Students enter Long with large gaps in learning which are closed while they are here. Our external factors plays a role in this.
Problem Statement 3: 2019 longitudinal STAAR data shows a significant decrease within the 30% range for SPED student groups as compared with the All student group. Root Cause: Students with learning disabilities have more barriers to achievement.
Perceptions
Problem Statement 2: Teachers are struggling with unfocused/unmotivated students, which has led to poor classroom management. Root Cause: Teachers are competing with technology and modern entertainment.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2023, 100% of Long Middle School staff will be knowledgeable and have had practiced all required safety drills during the 22-23 School Year.

High Priority

Evaluation Data Sources: August In-service all staff will be trained.

Drill tracking form

All staff will have the campus safety plan in their rooms.

Strategy 1 Details	Reviews			
Strategy 1: Train 100% of the staff during in-service week about safety measures and drills in place Strategy's Expected Result/Impact: All staff will be knowledgeable about ERP and campus protocols Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Verify all staff will have evacuation maps, student rosters, and crisis packets in their classrooms Strategy's Expected Result/Impact: Staff will be prepared for all responses Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Execute all required drills during the school year. Strategy's Expected Result/Impact: All staff and students in the building will know and have practiced drills Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Notify parents when non-drill responses are used. Strategy's Expected Result/Impact: parent communication and trust will improve Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 5: There is a growing need, state-wide, for review of safety plans and practicing procedures Root Cause: Situations outside of the school/district's control have create these concerns and fears on a national level.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: Verify 100% of the doors and safety infrastructures are checked daily to ensure they are in proper working order.

High Priority

Evaluation Data Sources: Daily Walks

Strategy 1 Details	Reviews			
Strategy 1: Daily walks of the building by admin Strategy's Expected Result/Impact: Facilities and safety measures will be in full operating capacity Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will communicate with the district for needs and work orders Strategy's Expected Result/Impact: The building will continue to function and impact the academic environment positively. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2 Problem Statements:

School Processes & Programs
--

Problem Statement 5: There is a growing need, state-wide, for review of safety plans and practicing procedures Root Cause: Situations outside of the school/district's control have create these concerns and fears on a national level.
--

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs





Goal 3: Long Middle School will be in close contact with the district Facilities and Safety and Security to ensure that procedures, processes, and plans are working as they should

High Priority

Evaluation Data Sources: Campus Administrator Safety & Security Checklist

Completion of all training

Completion of all drills

Strategy 1 Details	Reviews			
Strategy 1: Train 100% of staff before the school year on procedures Strategy's Expected Result/Impact: All staff will know current policies, procedures, and vocabulary Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct an initial campus safety inspection Strategy's Expected Result/Impact: All classrooms will be equipped with materials and resources needed Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 5 Funding Sources: Visuals, packets, and other safety information - 211 Title I - \$250	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3 Problem Statements:





School Processes & Programs
--

Problem Statement 5: There is a growing need, state-wide, for review of safety plans and practicing procedures Root Cause: Situations outside of the school/district's control have create these concerns and fears on a national level.
--

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 4: Long Middle School will work to ensure all hallways, classrooms, and common areas have visuals and visually enhance the learning environment

Evaluation Data Sources: Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Ensure all classrooms, hallways, and bulletin boards will be walked weekly to make sure the building remains upkept and that it enhances the learning environment Strategy's Expected Result/Impact: Positive school culture Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3, 5	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Teachers have gone away from best practices due to the adaptations needed through the Pandemic Root Cause: The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.</p> <p>Problem Statement 5: There is a growing need, state-wide, for review of safety plans and practicing procedures Root Cause: Situations outside of the school/district's control have create these concerns and fears on a national level.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: Long Middle School will continue to have a great relationship with current partners and will increase partnerships by 1 in the 22-23 School Year

High Priority

Evaluation Data Sources: Increase in one additional community partner on next year's CIP

Strategy 1 Details	Reviews			
Strategy 1: Work closely with the PTA President, Long will gain at least 1 additional community partner the 22-23 school year Strategy's Expected Result/Impact: More community partnerships and a better relationship with the community Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Include current partners in events and ensure staff is aware of partnerships Strategy's Expected Result/Impact: More community involvement Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Guiding Objective 3: Optimize Community Engagement

Goal 2: Long Middle School will increase opportunities for parent engagement by 2 events for the 22-23 School Year

High Priority

Evaluation Data Sources: Agenda for the events
Attendance list for the events.

Strategy 1 Details	Reviews			
Strategy 1: Host a Literacy Night 22-23 Strategy's Expected Result/Impact: Increased emphasis on Literacy and parent involvement Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 3 - Perceptions 1 Funding Sources: Books, food, and resources for Literacy night - 211 Title I - \$2,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Host events in which the school goes into the community to hold events such as Popsicles with the Schools and HW nights Strategy's Expected Result/Impact: Increased community partnerships and parent involvement Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1, 3 - Perceptions 1, 2 Funding Sources: Food - 211 Title I - \$400, Staff for the event - 211 Title I - \$600, Resources for the event - 211 Title I - \$400	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase school's presence on Social Media Strategy's Expected Result/Impact: More communication with parents and perspective parents Staff Responsible for Monitoring: Principal, Assistant Principals Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:





Demographics
Problem Statement 1: 60.31% of Dan F. Long students are Hispanic yet there are only 8 staff members who speak Spanish. Root Cause: Hiring decisions are based on content need with few applicants that speak Spanish.
Student Learning
Problem Statement 1: 2022 STAAR Data shows the gap for Reading scores campus wide. Root Cause: 6th graders came in last year with a 4th grade average lexile level. Problem Statement 3: 2019 longitudinal STAAR data shows a significant decrease within the 30% range for SPED student groups as compared with the All student group. Root Cause: Students with learning disabilities have more barriers to achievement.
School Processes & Programs
Problem Statement 1: Student discipline problems interfere with learning and student growth. Root Cause: Classroom management strategies need be monitored and practiced. Problem Statement 3: Teachers have gone away from best practices due to the adaptations needed through the Pandemic Root Cause: The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.
Perceptions
Problem Statement 1: Teachers struggle to create and maintain a relationship with their students' parents. Root Cause: Our community has families that are struggling with basic needs, therefore, they are not able to put education as their first priority Problem Statement 2: Teachers are struggling with unfocused/unmotivated students, which has led to poor classroom management. Root Cause: Teachers are competing with technology and modern entertainment.

Guiding Objective 3: Optimize Community Engagement

Goal 3: Long Middle will monitor and increase the number of parent phone calls by staff members.

High Priority

Evaluation Data Sources: Teacher Call Logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue district expectation of 9 positive calls per nine weeks and calls for grades/behavior Strategy's Expected Result/Impact: Increased parent involvement. Staff Responsible for Monitoring: Leadership team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 3 - Perceptions 1, 2				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: 2022 STAAR Data shows the gap for Reading scores campus wide. Root Cause: 6th graders came in last year with a 4th grade average lexile level. Problem Statement 2: Longitudinal STAAR data for 2021 in grades 7 & 8 for Math shows a significant decrease indicating 24% of 7th-grade students that met the district's "Approaches" standard which is 31 points lower than the state goal of 55%; whereas 8th-grade students show a decrease of 38% students that met the district's "Approaches" standard which is 24 points lower than the state goal of 62%. Root Cause: Students enter Long with large gaps in learning which are closed while they are here. Our external factors plays a role in this. Problem Statement 3: 2019 longitudinal STAAR data shows a significant decrease within the 30% range for SPED student groups as compared with the All student group. Root Cause: Students with learning disabilities have more barriers to achievement.
School Processes & Programs
Problem Statement 1: Student discipline problems interfere with learning and student growth. Root Cause: Classroom management strategies need be monitored and practiced. Problem Statement 3: Teachers have gone away from best practices due to the adaptations needed through the Pandemic Root Cause: The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.

Perceptions





Problem Statement 1: Teachers struggle to create and maintain a relationship with their students' parents. **Root Cause:** Our community has families that are struggling with basic needs, therefore, they are not able to put education as their first priority

Problem Statement 2: Teachers are struggling with unfocused/unmotivated students, which has led to poor classroom management. **Root Cause:** Teachers are competing with technology and modern entertainment.

Guiding Objective 3: Optimize Community Engagement

Goal 4: Long Middle School will increase parent and family engagement by 10% for the 22-23 school year while creating opportunities for families to learn the curriculum and instructional strategies used by teachers.

Evaluation Data Sources: Parent surveys, Attendance tracking for parents, and Implementation of programs





Strategy 1 Details	Reviews			
Strategy 1: Inform middle school students and their parents, through counselors, about higher education admissions, financial aid, TEXAS Program, Teach for Texas, the need for students to make informed curriculum decisions, and sources of further information on higher education admissions, financial aid, and scholarship opportunities. Strategy's Expected Result/Impact: this will allow parents to be more informed and have the resources necessary to ensure are able to further their education Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct parent meetings and/or Meet the Teacher nights to transition students students to the next grade level. Strategy's Expected Result/Impact: This will allow parents and students to be more informed of the offering of Long as students transition to Long or matriculate through the grade levels at Long. Staff Responsible for Monitoring: Principals, Assistant Principals ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: Long Middle School will ensure that programing for socio-emotional development and support of students are implemented at 100% during 2022-2023.

Evaluation Data Sources: This will allow the school to assist with providing support and services focused on the socio-emotional needs of our students.

Strategy 1 Details	Reviews			
Strategy 1: Train 100% of staff in the CFBISD Suicide Prevention Protocol and increase staff, student, and parent awareness of sexual abuse and other maltreatment of children. Strategy's Expected Result/Impact: This will ensure that we train teachers to identify instances of suicidal ideation and child abuse so that we can adequately report these and assist our students Staff Responsible for Monitoring: Counselors and Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 3, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor and respond to violence intervention support requests Strategy's Expected Result/Impact: This will allow us to address and support these requests quickly and efficiently. Staff Responsible for Monitoring: Counselors and Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 4 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Provide PD to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being, as well as safety planning for victims of dating violence, school-based alternatives to protective orders, and understanding of dating violence. Strategy's Expected Result/Impact: This will allow us to proactively address these issues in a way that empowers students to address them as well. Staff Responsible for Monitoring: Counselors and Campus Administration. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 3, 4		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student discipline problems interfere with learning and student growth. Root Cause: Classroom management strategies need be monitored and practiced. Problem Statement 3: Teachers have gone away from best practices due to the adaptations needed through the Pandemic Root Cause: The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction. Problem Statement 4: Counselors aren't able to meet with students and staff due to other issues Root Cause: Counselors are asked to do non-counseling duties.
Perceptions
Problem Statement 1: Teachers struggle to create and maintain a relationship with their students' parents. Root Cause: Our community has families that are struggling with basic needs, therefore, they are not able to put education as their first priority

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: Long Middle School will implement restorative practices while decreasing out-of-school placement by 15% during the 2022-2023 school year.

Evaluation Data Sources: TEAMS Discipline Data
OnData Suites
Restorative Logs

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and support to students in order to prevent physical and verbal aggression, insubordination, and forms of bullying on school property or buses. Strategy's Expected Result/Impact: This will allow students to engage in more academic and socio-emotional instruction by keeping them in the classroom and allowing them to learn from their behaviors without distracting from the education process. Staff Responsible for Monitoring: Admin and Restorative Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 Funding Sources: Peace Room - 211 Title I - \$300	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Decrease out of placement infractions by 15% Strategy's Expected Result/Impact: This is allow students to engage in more academic and socio-emotional instruction by keeping them in the classroom and allowing them to learn from their behaviors without distracting from the educational process Staff Responsible for Monitoring: Admin and Restorative Specialist. Problem Statements: School Processes & Programs 1, 3	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Student discipline problems interfere with learning and student growth. Root Cause: Classroom management strategies need be monitored and practiced.

School Processes & Programs

Problem Statement 3: Teachers have gone away from best practices due to the adaptations needed through the Pandemic **Root Cause:** The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.

Perceptions

Problem Statement 1: Teachers struggle to create and maintain a relationship with their students' parents. **Root Cause:** Our community has families that are struggling with basic needs, therefore, they are not able to put education as their first priority

Problem Statement 2: Teachers are struggling with unfocused/unmotivated students, which has led to poor classroom management. **Root Cause:** Teachers are competing with technology and modern entertainment.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 3: Long Middle School will ensure Counselors adhere to the 80/20 rule so that they can focus more time in working directly with students

Evaluation Data Sources: Counselor Logs

Strategy 1 Details	Reviews			
Strategy 1: Meet with Counselors monthly with the principal to discuss logs and current time distribution Strategy's Expected Result/Impact: This will make sure counselors adhere to the 80/20 rule Staff Responsible for Monitoring: Principal and Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 4: Counselors aren't able to meet with students and staff due to other issues Root Cause: Counselors are asked to do non-counseling duties.
Perceptions
Problem Statement 2: Teachers are struggling with unfocused/unmotivated students, which has led to poor classroom management. Root Cause: Teachers are competing with technology and modern entertainment.

Guiding Objective 5: Optimize All Available Resources

Goal 1: Ensure 100 % of financial and personnel resources are optimized and focused on meeting the needs of all students during the 2022-2023 school year.





HB3 Guiding Objective

Evaluation Data Sources: Budget Sheets

STAAR

Panorama Survey results

UpBeat Survey results

Strategy 1 Details	Reviews			
Strategy 1: Provide PD and mentoring to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being. Strategy's Expected Result/Impact: effective PD will allow us to give staff members the tools to meet the needs of the students and those who we serve Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Participate in job fairs and recruiting trips to make sure Long is always employing the best for our students Strategy's Expected Result/Impact: Recruiting the best quality teachers will increase our learner outcomes Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: 2022 STAAR Data shows the gap for Reading scores campus wide. **Root Cause:** 6th graders came in last year with a 4th grade average lexile level.

Problem Statement 2: Longitudinal STAAR data for 2021 in grades 7 & 8 for Math shows a significant decrease indicating 24% of 7th-grade students that met the district's "Approaches" standard which is 31 points lower than the state goal of 55%; whereas 8th-grade students show a decrease of 38% students that met the district's "Approaches" standard which is 24 points lower than the state goal of 62%. **Root Cause:** Students enter Long with large gaps in learning which are closed while they are here. Our external factors plays a role in this.

Problem Statement 3: 2019 longitudinal STAAR data shows a significant decrease within the 30% range for SPED student groups as compared with the All student group. **Root Cause:** Students with learning disabilities have more barriers to achievement.

School Processes & Programs

Problem Statement 1: Student discipline problems interfere with learning and student growth. **Root Cause:** Classroom management strategies need be monitored and practiced.

Problem Statement 2: Student deficiencies on standardized test aren't addressed before the next test. **Root Cause:** The timeline for testing doesn't allow for reteaching because new material must be addressed.

Problem Statement 3: Teachers have gone away from best practices due to the adaptations needed through the Pandemic **Root Cause:** The Pandemic forced teachers to shift instruction to meet the current needs. The staff has also asked for PD centered around instruction.

Perceptions

Problem Statement 1: Teachers struggle to create and maintain a relationship with their students' parents. **Root Cause:** Our community has families that are struggling with basic needs, therefore, they are not able to put education as their first priority

Problem Statement 2: Teachers are struggling with unfocused/unmotivated students, which has led to poor classroom management. **Root Cause:** Teachers are competing with technology and modern entertainment.

Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	Leonard Sulak	Campus Principal
Administrator	Isaiah Young	Assistant Principal
Administrator	Vonda Posey	Assistant Principal
Counselor	Christi Janecek	Counselor
Classroom Teacher	Daina LeBlanc	Teacher
Classroom Teacher	Deana Costa	Teacher
Parent	Deshana Head	Parent
Counselor	Erika Welch	Counselor
Counselor	Geraldine Ironbar	Counselor
Classroom Teacher	Jeffery Oribhabor	Teacher
Classroom Teacher	Jodi Madera-Prado	Teacher
Classroom Teacher	Jonathan Adamo	Teacher
Parent	Kathryn Hearron	Parent
Classroom Teacher	Keely Peek	Teacher
Classroom Teacher	Staci Jackson	Teacher
Business Representative	Luis Velazquez	Community Member
Classroom Teacher	Rhonda Shepard	Instructional Dean
Parent	Belinda Lopez	Parent
Business Representative	Pastor Travis	Community Representative
SPED Teacher	Tiesha Brown	SPED Teacher

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Books		\$2,000.00
1	1	1	Instructional Dean		\$70,000.00
1	2	2	Library books		\$2,000.00
1	2	2	ILit and MTA Classes		\$0.00
1	2	2	Professional Development		\$4,000.00
1	2	2	Literacy Night		\$2,000.00
1	2	3	RTI Tutors		\$10,000.00
1	2	4	Reading Instructional Materials and Technology		\$2,000.00
1	3	1	Math Connection Classes		\$0.00
1	3	1	Advisory Class		\$0.00
1	3	1	Dreambox and other Math Supplements		\$1,000.00
1	3	2	RTI Tutors		\$10,000.00
1	3	3	Instructional Materials and Technology		\$2,000.00
1	4	1	Books		\$3,000.00
1	5	1	Professional Developement		\$2,000.00
1	5	1	Positive behavior Rewards		\$2,000.00
2	3	2	Visuals, packets, and other safety information		\$250.00
3	2	1	Books, food, and resources for Literacy night		\$2,500.00
3	2	2	Resources for the event		\$400.00
3	2	2	Food		\$400.00
3	2	2	Staff for the event		\$600.00
4	2	1	Peace Room		\$300.00
Sub-Total					\$116,450.00
Budgeted Fund Source Amount					\$175,010.00
+/- Difference					\$58,560.00
Grand Total Budgeted					\$175,010.00
Grand Total Spent					\$116,450.00

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$58,560.00