

Dallas Independent School District

073-Henry Longfellow Academy

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

HENRY W. LONGFELLOW



Mission Statement

Through cross-disciplinary & intentional career exploration,
Longfellow Career Exploration Academy empowers advanced scholars
to be academically prepared, critically-thinking, collaborative leaders.

Vision

We are a nationally recognized academy of global citizen-scholars.
Through our work, we make a positive impact on an evolving world.

Core Beliefs

Student Core Beliefs

"My main purpose is My Academic Achievement."

"I always have a reason to be Respectful, Responsible, and Ready to Learn."

"The Time and Effort I put forth in my classes makes the most difference in my Academic Performance."

"With Persistence and the Support of my Teachers, I will succeed Academically."

"I have a Commitment to my Academics and the Pursuit of Excellence."

Our Faculty & Staff Core Values:

We Achieve with Purpose

We are Culturally Intelligent

We are Solution Oriented

We are Prepared for Exemplary

Our Effort Creates Ability

We are Focused on Growth

We are Committed to Mission

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Goal 2: CAMPUS GOAL: The percent of 8th graders who are college, career, or military ready (CCMR) from Domain 1 will increase to 100% by June 2025. DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.	31
Goal 3: CAMPUS GOAL: 100% of students and teaching faculty will participate in an LAS eligible extracurricular activity. SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6. *STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS) *EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS) *TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)	41
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Goal 7: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.	54

Comprehensive Needs Assessment

Revised/Approved: February 28, 2023

Demographics

Demographics Summary

Henry W. Longfellow Career Exploration Academy is a 6th-8th grade middle school magnet program focused on systematic exposure to career opportunities within five pathways (Arts & Humanities, A/V Technologies, Business Technologies, Robotics & General Engineering, and Law & Justice). Longfellow is not a neighborhood zoned school and serves students throughout 382 square miles of the Dallas Region. Students who attend must qualify for admissions through an application process that evaluates demonstrated success in school (testing and grade point average, critical thinking, writing skills, and a personal interview). Only students offered admission are allowed to attend. New students joining the campus each year represent over 85 elementary and middle schools. A total of 13 school bus routes (plus individual transportation for approved students with disabilities) transport the majority of students to our campus each day. (MyData Portal)

We have approximately a 1.5% mobility rate. This number is significantly lower than average for middle schools due to the choice school admission process resulting in students staying for all 3 years regardless of where they live in the school district. (MyData Portal)

Henry W. Longfellow Career Exploration Academy employs a high-quality, talented staff. We have 25 highly qualified staff with 9 Distinguished Teachers (Proficient II or higher in TEI system). Our faculty's years of service range from under 5 years (5 teachers) to mid-career and beyond (20 teachers). (TEI Leadership Dashboard)

Our student population is 43% female-identifying and 57% male-identifying. 50% of students are English Learners, 2.3% are Special Education, 5.6% are served through 504 plans, 78.9% are Talented and Gifted, and 70.4% are Economically Disadvantaged. (MyData Portal)

Student Enrollment (MyData Portal)

Grade Level	Enrollment	Student Federal Reporting Ethnicity	%
6	133	African American	5.6%
7	159	Hispanic	77.9%
8	134	White	11.5%
Total	436	American Indian	0.0%
		Asian	2.1%
		Hawaiian	0.0%
		Multi-Race	2.8%
		Not Reported	0.0%

Faculty & Staff (PowerSchool Admin)

Professional Staff	#	Campus & Support Staff	#	Staff Race/Eth	%
Teachers	25	Office Manager & Clerks	3	African American	36.8%
Leadership	2	Teacher Assistants	1	Hispanic	29.9%
Counselors	1	Food Services	5	White	27.6%
Nurses	1	Custodians	3	Other	6.9%
Librarian/Media Specialist	1	Security	0		
Instructional Coaches	1				
Community Liaison	.5				
Total Professional Staff	31.5				
Total Support Staff	12				
Total Staff	43.5				

Demographics Strengths

Our campus is reflective of the school district as a whole (71% Hispanic, 20.2% African American, 5.5% White). District proportion of Talented and Gifted students is 18.8%, making our campus 4.2 times more TAG identified and a de facto TAG school. Our campus has a large percentage, approaching 2/3, of established and Distinguished teachers. Languages spoken by our students and families include English, Spanish, Vietnamese, Arabic, Farsi, German, and Burmese.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population. **Root Cause:** Awareness of program and distance from southern sector neighborhoods.

Problem Statement 2 (Prioritized): 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 3 (Prioritized): Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

Problem Statement 4 (Prioritized): Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. **Root Cause:** Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Problem Statement 5 (Prioritized): Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 6 (Prioritized): Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 7 (Prioritized): Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

Student Learning

Student Learning Summary

In the 2022-2023, our primary data set for formative, summative, and diagnostic assessments of student achievement is the NWEA MAP test, STAAR, common assessments, teacher grades. The MAP is administered 3 times throughout the year (Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)) in Math, Language Arts, and Science. Common Assessments were administered formally three times in Reading, Revising, Math, Algebra 1, Science, and US History. STAAR is administered once in the spring semester.

NWEA MAP Testing

Numbers in 1st 3 Columns are listed as Average RIT Campus Score / RIT District Score

Numbers in Demographic Columns are listed as Average Demo Score BOY/MOY/EOY for 6th Grade

Subject	BOY	MOY	EOY	Hispanic	African American	White
Math	228/218	231/220	235/222	223/227/	218/225/	224/230/
Reading	223/210	226/209	228/211	219/221/	217/221/	225/228/
Science	220/206	223/207	XXX/209	219/222/	223/224/	228/231/

NWEA MAP Testing GROWTH

School-wide expected and observed growth by Grade Level and Subject

Subject	BOY Observed Growth	Projected Growth	BOY % Met Growth Projection	MOY Observed Growth	Projected Growth	MOY % Met Growth Projection	EOY Observed Growth	Projected Growth	EOY % Met Growth Projection
Math 6th	-2	6.9	9%	1	3.7	41%			%
Math 7th	4	7.7	36%	4	5.6	47%			%
Math 8th	-1	6.9	12%	6	5.5	54%			%
English 6th	6	5.5	59%	3.5	1.05	67%			%
English 7th	5	4.4	57%	3.8	.10	52%			%
English 8th	2	3.6	41%	3.9	3.28	78%			%

Common Assessments

Numbers are listed as Percent Approaches/Meets/Masters

Subject	CA1	CA2	CA4	STAAR (2022)	Hispanic STAAR	African American STAAR	White STAAR
Math - 6th	89/56/25	99/77/51			95/61/21	72/43/14	100/78/56
Math - 7th/8th	98/66/23	96/70/35			91/71/16	100/25/0	100/83/33
Math - Algebra 1	98/80/66	98/92/76			95/71/50	100/50/33	100/78/22
English - 6th	91/50/32	99/92/55			98/73/35	100/72/43	100/89/78
English - 7th	77/27/16	96/84/55			99/80/44	100/75/50	100/86/57
Writing - 7th	82/47/25	99/72/49					
English - 8th	96/77/35	93/69/27			98/89/53	100/100/67	100/89/67
Science - 8th	99/97/71	99/89/49			97/69/38	100/75/25	100/71/57
Social Studies - 8th	98/76/52	99/95/89			91/59/29	100/83/33	100/66/33

Student Learning Strengths

Previous Year 100/90/50 Goals

Of the Formative Assessments given (per above), 30 out of 36 times the students met or was within 5% points of the Approaches level target of 100%.

Of the Formative Assessments given (per above), 6 out of 27 times the students met or was within 5% points of the Meets level target of 90% or greater.

Of the Formative Assessments given (per above), 17 out of 27 times the students met or was within 5% points of the Masters level target of 50% or greater.

Student Learning Strengths by Group

All demographic groups outperform the districtwide average of the same demographic group in MAP BOY and EOY average RIT score.

Considering achievement gaps between demographic groups, of the STAAR Preliminary data's nine content areas:

- White & AA students outperform (5% or greater) Hispanic students on Reading Meets Standard and Masters.
- White students outperform (5% or greater) AA and Hispanic students Math & Alg 1 Meets Standard.
- White students outperform (5% or greater) AA and Hispanic students on Science Meets Standard and Masters.
- White students outperform (5% or greater) Hispanic students on Social Studies Meets Standard.
- Hispanic students outperform (5% or greater) White students on Social Studies Masters.
- Hispanic students outperform (5% or greater) White students on Alg 1 Masters.

Growth Strengths

Beginning of Year MAP Administration

- English 6th and English 7th exceeded RIT Score growth targets.

Middle of Year MAP Administration

- Math 8th, English 6th, English 7th, and English 8th exceeded RIT Score growth targets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. **Root Cause:** Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Problem Statement 2 (Prioritized): Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. **Root Cause:** Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.

Problem Statement 3 (Prioritized): 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 4 (Prioritized): Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 5 (Prioritized): Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 6 (Prioritized): Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment (Overview) (Per Our Campus Playbook)

Longfellow Career Exploration Academy empowers students to excel in an evolving society through a challenging academic and collaborative environment that includes specialized courses, leadership development, enhancement of critical thinking skills, and career exploration. Our project-based, collaborative learning experiences improve academic achievement and student engagement and provide students with multiple opportunities to integrate the arts across disciplines. We offer a robust selection of curricular and extracurricular activities and programs, including computer science, art, music, dance, theatre, law, robotics, and technology. All students receive Honors foundational academic courses and we offer a wide selection of classes for high school credit to fully prepare our students for advanced level courses in high school.

School Context and Organization (Per Longfellow Distributed Leadership Model)

Our magnet school serves students in grades 6–8. Students must complete an application process to be considered for admission.

Longfellow Longhorns receive an advanced core academic middle school program, and in addition, special focus is placed on the exploration and development of each student's interests and abilities. Computer-assisted instruction and special tutoring programs provide opportunities for individualized instruction. The development of self-discipline, self-awareness, and the ability to make positive, realistic decisions are emphasized at all times.

As a Dallas ISD college- and career-readiness campus, Longfellow views stressing these values to our students and families as a top priority. We work to help our students become increasingly competitive in an ever-evolving global economy by providing them college and career access and knowledge. Our curriculum allows students training and exposure to specific fields and participation in internships with professionals to prepare them for life after graduation.

The campus uses a distributed leadership model where teachers, staff, students, and parents are invited to participate in decision-making and oversight authority through Professional Learning Communities (PLC), Faculty Student Advisory Council (FSAC), A-Team, Parent Teacher Association (PTA), and the Site-Based Decision-Making (SBDM) Committee. Our campus partnerships, lead by the Parent & Community Liaison, provide a comprehensive educational and social experience to our students. Partners' valuable resources assist students, teachers and staff in securing important learning materials and facilitating student and family enrichment activities. Teachers are provided grade-level and departmental planning time to allow for tight alignment between campus, content, and grade-level goals.

Technology (Per District Technology Plan)

Longfellow is a 1-to-1 technology campus with all students assigned a Chromebook, enrolled into a Google Class for each subject area, and access to assigned home hotspots as necessary. All classes use online learning management systems as primary organization and communication of learning expectations to allow for synchronous and asynchronous learning opportunities throughout the school year.

Staff Quality, Recruitment, and Retention (TEI Leadership Dashboard)

Staff quality begins with hiring experienced or promising young career teachers. Our campus average tenure is 5 years of service, with a range of experiences from first year to 37 years. All teachers are highly qualified as defined by federal and state statutes.

Staff recruitment is ongoing. A "Careers @ Longfellow" portion of our website continuously solicits interested candidates and serves as a dashboard for existing and anticipated openings. We participate in all applicable job fairs and seek internal candidates on professional growth paths where possible. Generally, we are seeking teachers who meet or exceed 3-5 years of experience in their role (or affiliated positions), who have capacities and affinity for Gifted and Talented learners in diverse settings, and demonstrate cross curricular integration with a focus on career exploration and readiness. A behavioral hiring guide is used, tailored to each position, to identify desired skills and styles to match candidates to the role during the interview process.

There are no anticipated teachers leaving our campus for similar work on another campus this school year.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment (Overview)

Students take career and interest inventories throughout their time at Longfellow, starting in 6th grade, to allow them to track and explore a selection of Career Pathway courses in middle school and beyond. Our counselor works with the CTE, Electives, and Academic teachers to assist students in discovering their best fit career pathway for transition into high school, coaching them along the admissions process in their 7th and 8th grade year.

Students take career and interest inventories throughout their time at Longfellow, starting in 6th grade, to allow them to track and explore a selection of Career Pathway courses in middle school and beyond. Our counselor works with the CTE, Electives, and Academic teachers to assist students in discovering their best fit career pathway for transition into high school, coaching them along the admissions process in their 7th and 8th grade year.

School Context and Organization

Teachers are given agency and autonomy to set department goals based on individual and department achievement data. They meet to vertically align their curriculum and develop appropriate assessments to track success and growth of students. Stakeholders are invited monthly to be involved with the school's programs and to provide feedback through Tea with the Principal, SBDM, and PTA.

Technology

We are a 1-to-1 technology campus and teachers per TIPWeb.

Staff Quality, Recruitment, and Retention

We use Positive Action Social Emotional Learning curriculum and are a Kagan engagement strategies campus to create positive spaces for learning and respectful classrooms for our teachers and students.

Leadership and professional growth goal planning is integrated into coaching and feedback cycles for each teacher.

New Teacher mentorship program is successful in eliminating first year turnover for teachers and providing safe space for collaborative coaching and problem solving.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 2 (Prioritized): Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 3 (Prioritized): Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

Problem Statement 4 (Prioritized): African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population. **Root Cause:** Awareness of program and distance from southern sector neighborhoods.

Problem Statement 5 (Prioritized): 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 6 (Prioritized): Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

Problem Statement 7 (Prioritized): Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. **Root Cause:** Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Problem Statement 8 (Prioritized): Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. **Root Cause:** Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.

Problem Statement 9 (Prioritized): Families would like to be more involved in the classroom and on campus. **Root Cause:** Lack of awareness of opportunities to participate.

Perceptions

Perceptions Summary

Culture

As a teacher-led campus, even school leadership is framed as instructional. Beyond supporting students in receiving the best education possible, teachers also receive coaching in developing their skills and knowledge, setting professional goals, and accessing career ladder support and mentorship. The campus employees recognize service to others as a primary component to a focused, fast, flexible, and friendly workplace.

Climate

This year's fall climate and culture survey showed:

- a 76.5% positive response to Beliefs & Priorities.
- a 70% positive response to Culture & Environment
- a 92.7% positive response to College-Going Culture
- a 82.6% positive response to Culture of Feedback and Support
- a 83% positive response to Teacher-to-Teacher Trust
- a 83.1% positive response to Teacher-to-Principal Trust

Values

Vision:

We are a nationally recognized academy of global citizen-scholars.

Through our work, we make a positive impact on an evolving world.

Mission:

Through cross-disciplinary & intentional career exploration, Longfellow Career Exploration Academy empowers advanced scholars to be academically prepared, critically thinking, and collaborative leaders.

Our mission & vision are explanations of our values. We look for ways to expand the scope of the impact of our campus beyond the community, making a positive impact in changing times. This requires students to be culturally literacy, critical thinking, and leadership. Autonomy and agency of young people, faculty and staff, and all of our other stakeholders is critical.

Beliefs

Our students share a set of core beliefs that become a mantra for the expectations of their behavior, attitudes, and character traits.

"My main purpose is My Academic Achievement."

"I always have a reason to be Respectful, Responsible, and Ready to Learn."

"The Time and Effort I put forth in my classes makes the most difference in my Academic Performance."

"With Persistence and the Support of my Teachers, I will succeed Academically."

"I have a Commitment to my Academics and the Pursuit of Excellence."

Spring Family Engagement Parent Survey 2022

Campus families responded to the Spring 2022 Parent Survey

- 97% positive response in "believing their student is prepared for the next grade level"
- 95.1% positive response for "respectful learning environment"
- 96.7% positive response for "safe learning environment"
- 90.4% positive response for "cleanliness of building"
- 93.5% positive response for "informing me of progress"
- 93.6% positive response for "welcoming parent involvement"
- 94.4% positive response for "responds in a timely manner"
- 92.8% positive response for "comfortable interacting with staff"
- 94.4% positive response for "stressing the importance of college"
- 97.6% positive response for "providing information in a language I understand"
- 96% positive response for "satisfied with direction and success of school"
- 94.3% positive response for "i would recommend this school to others"

Perceptions Strengths

Teachers and staff report an overwhelmingly positive climate this school year in all categories with "Teacher-to-Principal Trust" and "Beliefs and Priorities" leading the way.

Our families feel welcomed and feel confident in how to connect with other parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families would like to be more involved in the classroom and on campus. **Root Cause:** Lack of awareness of opportunities to participate.

Problem Statement 2 (Prioritized): African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population. **Root Cause:** Awareness of program and distance from southern sector neighborhoods.

Problem Statement 3 (Prioritized): Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

Problem Statement 4 (Prioritized): Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. **Root Cause:** Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Problem Statement 5 (Prioritized): Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

Priority Problem Statements

Problem Statement 1: Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects.

Root Cause 1: Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Students struggle with the transition between grades (especially 5th to 6th).

Root Cause 2: Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Some students struggle with study skills.

Root Cause 3: No direct instruction given to students on how to study.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: 504/IEP students find difficulty in advocating for themselves in classrooms.

Root Cause 4: Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: Parents are not always aware of how to support their students.

Root Cause 5: Parents need further information and guidance from teachers/school to support students.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Families would like to be more involved in the classroom and on campus.

Root Cause 6: Lack of awareness of opportunities to participate.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 7: African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population.

Root Cause 7: Awareness of program and distance from southern sector neighborhoods.

Problem Statement 7 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 8: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices.

Root Cause 8: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: Campus is understaffed in certain areas (safety, instructional support).

Root Cause 9: Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

Problem Statement 9 Areas: Demographics - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals


Revised/Approved: May 3, 2023






Goal 1: CAMPUS GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 91% to 95% by June 2025. **DISTRICT GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 1: GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 90% to 95% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Lead4Ward training for teachers of academic content to focus on tight alignments, rigorous questioning, and growth mindset within the TEA curriculum framework. Strategy's Expected Result/Impact: Improved Domain 1 Scores. Staff Responsible for Monitoring: Principal, AP, Teachers, Learning Specialists. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 8 Funding Sources: Conference Registration - 211 - Title I, Part A - 211-23-6299-2T-073-2-30 - \$2,600	Formative		
	Oct	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: 6th Grade Academic Transition Camp Strategy's Expected Result/Impact: Improved SEL/Academic performance of 6th grade students. Staff Responsible for Monitoring: 6th Grade Team, School Counselor Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2, 5, 6, 7 - Student Learning 2, 3, 4, 5, 6 - School Processes & Programs 1, 2, 3, 5, 8 - Perceptions 5	Formative		
	Oct	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Student self-growth tracking systems for all Gifted and Talented students, and those not yet identified. Strategy's Expected Result/Impact: Improved awareness and planning for growth, not just achievement, on part of students. Staff Responsible for Monitoring: Academic Content Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2, 5, 6 - Student Learning 2, 3, 4, 5 - School Processes & Programs 1, 2, 5, 8	Formative		
	Oct	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase the number of calculators available on campus to accelerate numeral fluency and understanding of mathematical concepts delayed as a result of the pandemic (mitigating learning loss). Strategy's Expected Result/Impact: Improved student mastery of mathematical concept and their applications in math and science classes. Staff Responsible for Monitoring: AP, Math/Science Teachers, Office Manager/Financial Clerk Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 8 Funding Sources: Calculator Sets - 282 - ESSER III (ARP) - \$21,400	Formative		
	Oct	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 2: 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 5: Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 6: Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 7: Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

Student Learning

Problem Statement 2: Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. **Root Cause:** Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.

Problem Statement 3: 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 4: Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 5: Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 6: Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

School Processes & Programs

Problem Statement 1: Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 2: Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 3: Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

Problem Statement 5: 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 8: Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. **Root Cause:** Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.



Perceptions
Problem Statement 5: Parents are not always aware of how to support their students. Root Cause: Parents need further information and guidance from teachers/school to support students.






Goal 1: CAMPUS GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 91% to 95% by June 2025. **DISTRICT GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 2: GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 90% to 95% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: AASM student mentorship group will include targeted study skills. Strategy's Expected Result/Impact: Improved habits of work and increased domain 1 performance. Staff Responsible for Monitoring: AASM Staff Mentor. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 5, 6 - Student Learning 2, 4, 5 - School Processes & Programs 1, 2, 8	Formative		
	Oct	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase African American student enrollment through targeted recruiting. Strategy's Expected Result/Impact: Increased AA student applications & enrollment. Staff Responsible for Monitoring: Recruiting team (Community Liasion, Counselor, Lead Recruitment/Admissions Teacher, Principal) Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 2	Formative		
	Oct	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Recruit a diverse team and train staff around SEL and inclusive teaching principles. Strategy's Expected Result/Impact: Increased demographic representation and indicators of inclusivity. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1, 3 - School Processes & Programs 4, 6, 9 - Perceptions 1, 2, 3	Formative		
	Oct	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population. Root Cause: Awareness of program and distance from southern sector neighborhoods. Problem Statement 3: Campus is understaffed in certain areas (safety, instructional support). Root Cause: Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year. Problem Statement 5: Students struggle with the transition between grades (especially 5th to 6th). Root Cause: Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult. Problem Statement 6: Some students struggle with study skills. Root Cause: No direct instruction given to students on how to study.
Student Learning
Problem Statement 2: Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. Root Cause: Students achieve well in academic outcomes but need individualized support to pursue growth goals each year. Problem Statement 4: Students struggle with the transition between grades (especially 5th to 6th). Root Cause: Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult. Problem Statement 5: Some students struggle with study skills. Root Cause: No direct instruction given to students on how to study.
School Processes & Programs
Problem Statement 1: Students struggle with the transition between grades (especially 5th to 6th). Root Cause: Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult. Problem Statement 2: Some students struggle with study skills. Root Cause: No direct instruction given to students on how to study.

School Processes & Programs

Problem Statement 4: African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population. **Root Cause:** Awareness of program and distance from southern sector neighborhoods.

Problem Statement 6: Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

Problem Statement 8: Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. **Root Cause:** Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.

Problem Statement 9: Families would like to be more involved in the classroom and on campus. **Root Cause:** Lack of awareness of opportunities to participate.

Perceptions

Problem Statement 1: Families would like to be more involved in the classroom and on campus. **Root Cause:** Lack of awareness of opportunities to participate.





Problem Statement 2: African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population. **Root Cause:** Awareness of program and distance from southern sector neighborhoods.



Problem Statement 3: Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.






Goal 1: CAMPUS GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 91% to 95% by June 2025. **DISTRICT GOAL:** Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 3: GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase from 90% to 95% by middle of year 2024-25.

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: STEM Learning Specialist aligned to focus on math instruction support. Demonstration Teacher in RLA to focus on reading instruction support, especially recent immigrants and English Language Learners. Strategy's Expected Result/Impact: Improved first instruction in 6th grade reading and math. Staff Responsible for Monitoring: Principal and Assistant Principal. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 5, 6 - Student Learning 2, 4, 5 - School Processes & Programs 1, 2, 6, 8 - Perceptions 3	Formative		
	Oct	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Include specific study skills instruction in first grading cycle in every class. Strategy's Expected Result/Impact: Improved time and resource management by students. Staff Responsible for Monitoring: Classroom teachers, School Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 6 - Student Learning 5 - School Processes & Programs 2	Formative		
	Oct	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus PD on differentiation for SpEd/504 Students in Academic Content classes. Strategy's Expected Result/Impact: Improved growth and self-advocacy for these students. Staff Responsible for Monitoring: 504 Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2, 5, 6 - Student Learning 3, 4, 5 - School Processes & Programs 1, 2, 5	Formative		
	Oct	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide 504/SpEd students with a copy of their accommodations plan & coaching on how to effectively advocate for self in classroom. Coordinated with PD of teachers on how to discuss accommodations with students. Strategy's Expected Result/Impact: Improved self-advocacy and growth/achievement scores. Staff Responsible for Monitoring: SpEd teacher and 504 coordinator. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2, 5, 6 - Student Learning 3, 4, 5 - School Processes & Programs 1, 2, 5	Formative		
	Oct	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Use podcasting-styled book studies for project-based learning strategies to increase literature and media literacy for our gifted and talented students. Strategy's Expected Result/Impact: Mastery level rigor of conceptual thinking and application of literacy. Staff Responsible for Monitoring: RLA teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 8 Funding Sources: Classroom Sets of Books - 211 - Title I, Part A - 211-11-6399-2R-073-2-30 - \$1,000	Formative		
	Oct	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 504/IEP students find difficulty in advocating for themselves in classrooms. Root Cause: Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.
Problem Statement 3: Campus is understaffed in certain areas (safety, instructional support). Root Cause: Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.
Problem Statement 5: Students struggle with the transition between grades (especially 5th to 6th). Root Cause: Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.
Problem Statement 6: Some students struggle with study skills. Root Cause: No direct instruction given to students on how to study.
Student Learning
Problem Statement 2: Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. Root Cause: Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.
Problem Statement 3: 504/IEP students find difficulty in advocating for themselves in classrooms. Root Cause: Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.
Problem Statement 4: Students struggle with the transition between grades (especially 5th to 6th). Root Cause: Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.
Problem Statement 5: Some students struggle with study skills. Root Cause: No direct instruction given to students on how to study.

School Processes & Programs

Problem Statement 1: Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 2: Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 5: 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 6: Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

Problem Statement 8: Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. **Root Cause:** Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.

Perceptions

Problem Statement 3: Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.








Goal 2: CAMPUS GOAL: The percent of 8th graders who are college, career, or military ready (CCMR) from Domain 1 will increase to 100% by June 2025.

DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective 1: GPM 5.1: The percent of students prepare to meet the Texas Success initiative requirements for college readiness will increase to 90.0% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Merge district CCR class with campus 6th grade CCR curriculum to reinforce CTE pathways on campus and into high school. Strategy's Expected Result/Impact: Earlier pathway preference indicator for students. Staff Responsible for Monitoring: 6th Grade CCR teacher & Counselor Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 1 - School Processes & Programs 7 - Perceptions 4	Formative		
	Oct	Feb	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.
Student Learning
Problem Statement 1: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

School Processes & Programs
Problem Statement 7: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.
Perceptions
Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Goal 2: CAMPUS GOAL: The percent of 8th graders who are college, career, or military ready (CCMR) from Domain 1 will increase to 100% by June 2025.
DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective 2: GPM 5.2: The percentage of graduates prepared to obtain Industry-Based Certifications to be career ready will increase to 60% by August 2025.

High Priority
Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: CCR & Counselor complete career interest inventory annually. Strategy's Expected Result/Impact: Alignment with high school pathways with industry-based certifications for matriculation. Staff Responsible for Monitoring: CCR Teacher, Counselor, CTE Teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 1 - School Processes & Programs 7 - Perceptions 4	Formative		
	Oct	Feb	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:






Demographics
Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.
Student Learning
Problem Statement 1: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

School Processes & Programs
Problem Statement 7: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.
Perceptions
Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Goal 2: CAMPUS GOAL: The percent of 8th graders who are college, career, or military ready (CCMR) from Domain 1 will increase to 100% by June 2025.
DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective 3: GPM 5.4: Percent of students who will enroll in P-TECH/ECHS and earn 60 hours or attain an Associates degree will increase by 10% by 2025.

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselor will host a high school choice night with P=TECH/ECHS campuses invited. Strategy's Expected Result/Impact: Increased applications from 8th graders to P-TECH/ECHS choices. Staff Responsible for Monitoring: Counselor. Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 1 - School Processes & Programs 7 - Perceptions 4	Formative		
	Oct	Feb	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.
Student Learning
Problem Statement 1: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

School Processes & Programs
Problem Statement 7: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.
Perceptions
Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Goal 2: CAMPUS GOAL: The percent of 8th graders who are college, career, or military ready (CCMR) from Domain 1 will increase to 100% by June 2025.
DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective 4: GPM 5.5: The response to college-going culture questions on the staff culture and climate survey will increase to 100% by June 2025.

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Redefine college-going as a concept. Provide college banners for each room. Strategy's Expected Result/Impact: Improved positive response for college-going culture on survey. Staff Responsible for Monitoring: Counselor, Office Manager, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 1 - School Processes & Programs 7 - Perceptions 4	Formative		
	Oct	Feb	June
	N/A		
<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>			

Performance Objective 4 Problem Statements:






Demographics
Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.
Student Learning
Problem Statement 1: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

School Processes & Programs
Problem Statement 7: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.
Perceptions
Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Goal 2: CAMPUS GOAL: The percent of 8th graders who are college, career, or military ready (CCMR) from Domain 1 will increase to 100% by June 2025.
DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective 5: Improve mental health and wellness amongst students and staff.

Evaluation Data Sources: Staff Climate & Culture Survey, Student Experience and SEL Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide drug and violence prevention training to students and staff, including suicide prevention, conflict resolution, discipline management, violence prevention and intervention, and harassment and dating violence. Strategy's Expected Result/Impact: Decreased number of mental health or behavioral incidents. Staff Responsible for Monitoring: Counselor Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: Demographics 1, 2, 3, 5, 6, 7 - Student Learning 3, 4, 5, 6 - School Processes & Programs 1, 2, 3, 4, 5, 6 - Perceptions 2, 3, 5	Formative		
	Oct	Feb	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population. Root Cause: Awareness of program and distance from southern sector neighborhoods.
Problem Statement 2: 504/IEP students find difficulty in advocating for themselves in classrooms. Root Cause: Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.
Problem Statement 3: Campus is understaffed in certain areas (safety, instructional support). Root Cause: Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.
Problem Statement 5: Students struggle with the transition between grades (especially 5th to 6th). Root Cause: Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.
Problem Statement 6: Some students struggle with study skills. Root Cause: No direct instruction given to students on how to study.
Problem Statement 7: Parents are not always aware of how to support their students. Root Cause: Parents need further information and guidance from teachers/school to support students.

Student Learning

Problem Statement 3: 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 4: Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 5: Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 6: Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

School Processes & Programs

Problem Statement 1: Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 2: Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 3: Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

Problem Statement 4: African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population. **Root Cause:** Awareness of program and distance from southern sector neighborhoods.

Problem Statement 5: 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Problem Statement 6: Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

Perceptions

Problem Statement 2: African American student enrollment as percentage of student body is not reflective of the District or City of Dallas population. **Root Cause:** Awareness of program and distance from southern sector neighborhoods.








Problem Statement 3: Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

Problem Statement 5: Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

- Goal 3: CAMPUS GOAL:** 100% of students and teaching faculty will participate in an LAS eligible extracurricular activity.
- SUPPORTING DISTRICT GOAL:** During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.
- *STUDENT PARTICIPATION PERCENTAGE:** Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)
- *EXTRACURRICULAR OPPORTUNITIES:** Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)
- *TEACHER PARTICIPATION PERCENTAGE:** Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective 1: 100% of students in extracurricular activity.

Evaluation Data Sources: Student Activities database.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue club day structure w/ independent study included. New opportunities for clubs to be developed, including additional sports-related clubs. Strategy's Expected Result/Impact: 100% of students participate in clubs. Staff Responsible for Monitoring: Student Activities Coordinator & Teachers. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 4, 6 - Student Learning 1, 5 - School Processes & Programs 2, 7 - Perceptions 4	Formative		
	Oct	Feb	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. Root Cause: Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.
Problem Statement 6: Some students struggle with study skills. Root Cause: No direct instruction given to students on how to study.

Student Learning

Problem Statement 1: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. **Root Cause:** Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Problem Statement 5: Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

School Processes & Programs

Problem Statement 2: Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 7: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. **Root Cause:** Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.



Perceptions



Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. **Root Cause:** Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.







Goal 4: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 1: Improve the number and quality of family engagement/involvement strategies.

Evaluation Data Sources: School Calendar and parent survey.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly coffee with the principal with guest speaker for learning opportunities. Strategy's Expected Result/Impact: Increased parent awareness of activities and support opportunities. Staff Responsible for Monitoring: Parent Liaison and Principal Title I: 4.1, 4.2 Problem Statements: Demographics 6, 7 - Student Learning 5, 6 - School Processes & Programs 2, 3, 9 - Perceptions 1, 5	Formative		
	Oct	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Each grade level will have a bi-weekly collaborative newsletter sent home with a section to include "how to support your student" Strategy's Expected Result/Impact: Increased awareness of activities at school and opportunities for supporting students. Staff Responsible for Monitoring: Grade level chairs Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 5, 6, 7 - Student Learning 4, 5, 6 - School Processes & Programs 1, 2, 3, 9 - Perceptions 1, 5	Formative		
	Oct	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Each academic content department to host an annual "how to:" night to support families engaging their students in the content. Strategy's Expected Result/Impact: Increase parent involvement and skills in supporting their students' academic success. Staff Responsible for Monitoring: Academic content teachers. Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2, 5, 6, 7 - Student Learning 2, 3, 4, 5, 6 - School Processes & Programs 1, 2, 3, 5, 8, 9 - Perceptions 1, 5	Formative		
	Oct	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Monthly SBDM & PTA Meetings. Title 1 Annual Meeting. Annual Parent and Family Involvement/Engagement Policy and Compact, including developing and distributing such policies. Such meetings should be scheduled on flexible dates and times so all parents have access. Strategy's Expected Result/Impact: Increased parent participation in the governance of campus. Staff Responsible for Monitoring: SBDM Chair, PTA Chair, Principal Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 7 - Student Learning 6 - School Processes & Programs 3, 9 - Perceptions 1, 5	Formative		
	Oct	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Include families in the career exploration framework (World of Work) as speakers and guests. Strategy's Expected Result/Impact: Increased parental involvement in classrooms. Staff Responsible for Monitoring: All teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4, 7 - Student Learning 1, 6 - School Processes & Programs 3, 6, 7, 9 - Perceptions 1, 3, 4, 5	Formative		
	Oct	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: The committee will evaluate the strategies and action steps based on the timeline indicated in the plan and provide feedback to the campus staff, administrators and parents on a quarterly basis. CIP is developed with the involvement of stakeholder committee members and parents are given the opportunity to review and revise the CIP in order to provide the best opportunities for the students. Campus will make CIP available to parents and community in an understandable and uniform format and language. Plan4Learning and/or the District's Translation Department will provide translated plans, when needed. Strategy's Expected Result/Impact: Community buy-in on Campus Improvement Plan Staff Responsible for Monitoring: SBDM Chair & Principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 7 - Student Learning 6 - School Processes & Programs 3, 9 - Perceptions 1, 5	Formative		
	Oct	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 504/IEP students find difficulty in advocating for themselves in classrooms. Root Cause: Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

Demographics

Problem Statement 3: Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

Problem Statement 4: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. **Root Cause:** Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Problem Statement 5: Students struggle with the transition between grades (especially 5th to 6th). **Root Cause:** Students come from 65+ different elementary schools and are at different levels academically, socially, etc. Our campus is accelerated honors and that can be difficult.

Problem Statement 6: Some students struggle with study skills. **Root Cause:** No direct instruction given to students on how to study.

Problem Statement 7: Parents are not always aware of how to support their students. **Root Cause:** Parents need further information and guidance from teachers/school to support students.

Student Learning

Problem Statement 1: Not all students are interested in pursuing a magnet high school option, challenging our preparation for post-Longfellow choices. **Root Cause:** Students are presenting new high school pathway interests as more options become available and program needs to adjust accordingly.

Problem Statement 2: Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. **Root Cause:** Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.

Problem Statement 3: 504/IEP students find difficulty in advocating for themselves in classrooms. **Root Cause:** Students are unaware of their rights and available accommodations. Students are reluctant to have conversations with others about their accommodation plans and/or use them.

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School Processes & Programs

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Problem Statement 8: Roughly 45% of Students struggle to hit their year over year growth goals in STAAR-tested subjects. **Root Cause:** Students achieve well in academic outcomes but need individualized support to pursue growth goals each year.

Problem Statement 9: Families would like to be more involved in the classroom and on campus. **Root Cause:** Lack of awareness of opportunities to participate.

Perceptions

Problem Statement 1: Families would like to be more involved in the classroom and on campus. **Root Cause:** Lack of awareness of opportunities to participate.

Problem Statement 3: Campus is understaffed in certain areas (safety, instructional support). **Root Cause:** Fluctuating enrollment and district attrition rates projected onto Longfellow have indicated a smaller student body next year.

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Goal 5: CAMPUS GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 91% to 95% by June 2025.DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective 1: GPM 4.1: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will increase from 36% to 46% by middle of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Goal 5: CAMPUS GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 91% to 95% by June 2025.DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective 2: GPM 4.2: African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will increase from 28% to 44% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Goal 5: CAMPUS GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 91% to 95% by June 2025.DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective 3: GPM 4.3: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will increase from, 30.7% to 39% by middle of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Goal 6: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective 1: GPM 2.1: Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will increase from 31.8% to 42% by middle-of-year 2024-2025.

High Priority

Evaluation Data Sources: Student Assessments

Goal 6: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective 2: GPM 2.2: Student achievement for second-grad African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 32.8% to 40% by 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Goal 6: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective 3: GPM2.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 29% to 37% by 2024-25.

High Priority

Goal 7: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective 1: GPM 3.1: Student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 42% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments, STAAR, other norm-referenced assessments

Goal 7: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective 2: GPM 3.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 22% to 40% by 2024-2025.

High Priority

Evaluation Data Sources: Student Assessment

Goal 7: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective 3: GPM 3.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 32% to 40% by 2024-25.

High Priority