Dallas Independent School District

073-Henry Longfellow Academy

2022-2023 Campus Improvement Plan

Mission Statement

Our mission is to empower Henry W. Longfellow learners 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.

Vision

Our vision is to create a nationally recognized academy of 21st century learners equipped with the necessary academic and social skills to make a positive impact in an evolving global society.

Value Statement

Your Career Begins Here

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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 7 Distinguished Teachers (Proficient II or higher in TEI system). Our faculty's years of service range from first-year (1 teacher) to mid-career and beyond (24 teachers). (TEI Leadership Dashboard)

Our student population is 48.1% female-identifying and 51.9% male-identifying. 50% of students are English Learners, 2.4% are Special Education, 4.2% are served through 504 plans, 78.2% are Talented and Gifted, and 67.9% are Economically Disadvantaged. (MyData Portal)

Student Enrollment (MyData Portal)

Grade Level	Enrollment	Student Federal Reporting Ethnicity	%
6	163	African American	4.0%
7	143	Hispanic	83.7%
8	140	White	9.2%
Total	**446**	American Indian	0.0%
		Asian	1.6%
		Hawaiian	0.0%
		Multi-Race	1.6%
		Not Reported	0.0%

Faculty & Staff (PowerSchool Admin)

Professional Staff	#	Campus & Support Staff	#	Staff Race/Eth	%
Teachers	25	Office Manager & Clerks	4	African American	23.9%
Leadership	2	Teacher Assistants	2	Hispanic	32.6%
Counselors	1	Food Services	5	White	37.0%

Professional Staff	#	Campus & Support Staff	#	Staff Race/Eth	%
Nurses	1	Custodians	3	Other	6.6%
Librarian/Media Specialist	1	Security	0		
Instructional Coaches	1				
Community Liaison	.5				

Total Professional Staff	32
Total Support Staff	14
Total Staff	46

Demographics Strengths

Our campus is roughly reflective of the school district as a whole (70.7% Hispanic, 20.5% African American, 5.4% White). District proportion of Talented and Gifted students is 18.6%, 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): Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause:** Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.

Problem Statement 2 (Prioritized): Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause:** Not all students receive adequate and systemic support on the high school transition.

Student Learning

Student Learning Summary

In the 2020-2021, our primary data set for formative, summative, and diagnostic assessments of student achievement is the NWEA MAP test, common assessments, and 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.

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		223/227/	218/225/	224/230/
Reading	224/210	226/209		219/221/	217/221/	225/228/
Science	220/206	223/207		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%			%

Subject	CA1	CA2	CA4	STAAR Prelim	Hispanic STAAR	African American STAAR	White STAAR
Math - 6th	89/56/25	99/77/51	99/69/24	95/67/25	~~95/61/21~~	~~72/43/14~~	~~100/78/56~~
Math - 7th/8th	98/66/23	96/70/35	93/66/21	99/85/51	~~91/71/16~~	~~100/25/0~~	~~100/83/33~~
Math - Algebra 1	98/80/66	98/92/76	97/81/58	99/91/74	~~95/71/50~~	~~100/50/33~~	~~100/78/22~~
English - 6th	91/50/32	99/92/55	97/74/41	96/84/52	~~98/73/35~~	~~100/72/43~~	~~100/89/78~~
English - 7th	77/27/16	96/84/55	96/77/52	99/98/87	~~99/80/44~~	~~100/75/50~~	~~100/86/57~~
Writing - 7th	82/47/25	99/72/49	78/51/23	NYA	-	-	-
English - 8th	96/77/35	93/69/27	99/89/58	100/96/81	~~98/89/53~~	~~100/100/67~~	~~100/89/67~~
Science - 8th	99/97/71	99/89/49	95/69/34	99/86/56	~~97/69/38~~	~~100/75/25~~	~~100/71/57~~
Social Studies - 8th	98/76/52	99/95/89	91/66/45	98/65/44	~~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:

- Hispanic Students outperform (by 5% or greater) White students in Master Level Achievement in Algebra 1.
- Hispanic Students outperform (by 5% or greater) African American students in Master Level Achievement in 6th Math, 7/8th Math, Algebra 1, 8th Science.
- African American Students outperform (by 5% or greater) Hispanic students in Master Level Achievement in 6th English, 7th English, 8th English.
- African American Students outperform (by 5% or greater) White students in Master Level Achievement in Algebra 1.
- White Students outperform (by 5% or greater) African American students in Master Level Achievement in 6th Math, 7/8th Math, 6th English, 7th English, 8th Science.
- White Students outperform (by 5% or greater) Hispanic students in Master Level Achievement in 6th Math, 7/8th Math, 6th English, 7th English, 8th English, 8th Science.

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): There is inequitable achievement and growth data across demographic groups. **Root Cause:** Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.

Problem Statement 2 (Prioritized): Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause:** Career exploration vision and framework is not clear or accessible to all teachers.

Problem Statement 3: Not all students receive the same high-quality education in every content area. **Root Cause:** Teachers with below campus average achievement and growth outcomes are outliers that become noticeable and need to be addressed.

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 Pre-AP 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, providea 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 qualifed as defined by federal and state statutes.

Staff recruitment is ongoing. A "Careers @ Longfellow" portion of our website continously 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 cousres 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 cousres 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): Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause:** Career exploration vision and framework is not clear or accessible to all teachers.

Problem Statement 2 (Prioritized): Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause:** Not all students receive adequate and systemic support on the high school transition.

Problem Statement 3: Not all students receive the same high-quality education in every content area. **Root Cause:** Teachers with below campus average achievement and growth

outcomes are outliers that become noticeable and need to be addressed.

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 skils 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 90% positive response to Beliefs & Priorities (including 97% positive response to "understand role in key actions", "aligned with Dallas ISD goals","goals will lead to success", and "alighed wtih priorities")
- a 76.2% positive response to Culture & Environment (including 95% positive response to "recommend this school to otherws to work here")
- a 100% positive response to College-Going Culture (including 100% positive response to "it is aprt of their job to prepare students to succeed in college" and "guve students feedback to help them understand how to improve")
- a 83.3% positive response to Culture of Feedback and Support (including a 100% positive response to "leadership helps me improve the quality of my instruction")
- a 85.3% positive response to Teacher-to-Teacher Trust (including a 100% positive response to "respecting other teachers who take the lead in school improvement" and "respect those colleagues who are experts at their craft")
- a 80.7% positive response to Teacher-to-Principal Trust (including 100% positive responses to "trusting principal at his word," principal as "effective manager who makes the school run smoothly")

Values

"To create a **nationally** recognized academy of **21st century** learners equipped with the necessary academic and social skills to make a **positive** impact in an **evolving** global society."

"To **empower** Henry W. Longfellow learners 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 mission & vison 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."

"There is no excuse for not being 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."

Fall Family Engagement Parent Survey 2021

Our campus families report campus works hard to build relationships with families (84%). 85% report not knowing who the family engagement staff member is. Families report interest in building parenting tools (90%) including top choices such as supporting academics (27%), child development and mental health (20%), and parenting tips (20%). 72% of parents feel confident in connecting with other parents. They report virtual events are best scheduled for evenings (42%), afternoons (33%), and mornings (25%). Most preferred forms of communication include Text Messages (28%, email (29%), and a phone call (20%). Only 2% of applicants seek the school website for information, 5% turn to our social media accounts, and 8% prefer the automated call outs from School Messenger.

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): Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause:** Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.

Problem Statement 2 (Prioritized): Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause:** Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.

Problem Statement 3 (Prioritized): Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved. **Root Cause:** Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.

Problem Statement 4: Not all students receive the same high-quality education in every content area. **Root Cause:** Teachers with below campus average achievement and growth outcomes are outliers that become noticeable and need to be addressed.

Problem Statement 5 (Prioritized): Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause:** Not all students receive adequate and systemic support on the high school transition.

Priority Problem Statements

Problem Statement 4: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD.

Root Cause 4: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.

Problem Statement 4 Areas: Demographics

Problem Statement 1: There is inequitable achievement and growth data across demographic groups.

Root Cause 1: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms.

Root Cause 2: Career exploration vision and framework is not clear or accessible to all teachers.

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

Problem Statement 3: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture.

Root Cause 3: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.

Problem Statement 3 Areas: Perceptions

Problem Statement 7: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school.

Root Cause 7: Not all students receive adequate and systemic support on the high school transition.

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

Problem Statement 5: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children.

Root Cause 5: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved.

Root Cause 6: Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.

Problem Statement 6 Areas: 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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Observation Survey results

Student Data: Student 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025. CAMPUS GOAL: 91 to 95 by June 2023.

Performance Objective 1: Campus level student achievement will meet or exceed 100% Approaches, 90% Meets, and 50% Masters in all tested subjects.

   Evaluation Data Sources: Campus Aggregated STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement individualized student progress monitoring system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Give live and continuously updated access of individualized progress to teachers and students so that targeted, differentiated, and extension/remediation strategies can be implemented; accounting for eco-dis, cultural differences, SpEd/504, and EL students. **Staff Responsible for Monitoring:** Assistant Principal, Campus Instructional Coach, Department Chairs. **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, 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 **Problem Statements:** Student Learning 1 - Perceptions 1, 2, 3	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted EL Support for 6th Grade EL students through evening and/or weekend Parent & Student instruction sessions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved home support on English fluency. Improved scores on STAAR ELAR 6th Grade exam for EL students by at least 5% increase in Meets. **Staff Responsible for Monitoring:** CIC, AP, ELAR Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 2 **Funding Sources:** Hospitality Support - 211 - Title I, Part A	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Beginning of year and continous brain difference, learning exceptionalities professional development for teachers and parents to respond to 504, SPED and Gifted/Talented student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved academic growth and performance for SPED and 504 students. **Staff Responsible for Monitoring:** SPED Teacher, Counselor, CIC, and Teachers - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 - Perceptions 2	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause**: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.

Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.

Perceptions
Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.
Problem Statement 3: Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved. **Root Cause**: Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.

Goal 1: DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025. CAMPUS GOAL: 91 to 95 by June 2023.

Performance Objective 2: Comparative Student Demographic Group level achievement will not exceed a 5% difference at Meets or 10% difference at Masters in all tested subjects.

    Evaluation Data Sources: Campus Disaggregated STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Participate in the African American Success Initiative, pairing eligible students with community mentors for guidance, tutoring, and support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Reduce gap between AA students and campus average.
    Staff Responsible for Monitoring: AASI Lead Teacher
 	
   - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
    Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause**: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.
Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
Perceptions
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.

Goal 1: DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025. CAMPUS GOAL: 91 to 95 by June 2023.

Performance Objective 3: Improve academic growth score in Domain 2 by at least 5 raw points (currently 75%, goal of 80%).

    Evaluation Data Sources: Campus STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Build skills in use of calculators to support accelerated growth and unfinished learning due to the pandemic.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students use of calculators improves achievement scores on ACP and STAAR math. **Staff Responsible for Monitoring:** Teachers, Assistant Principal - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: 6th and 7th Grade Summer Transition Camp w/Focus on Reading Fluency strategies and Math skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve reading and math fluency to accelerate single year growth between 5th and 6th grade STAAR and 6th Grade and 7th Grade STAAR. **Staff Responsible for Monitoring:** CIC, ELAR and Math Teachers - **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 1, 2	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Build science skills to support accelerated growth and unfinished learning due to the pandemic, especially in science laboratory skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve science fluency to accelerate the transition from elementary to	**Nov**	**Jan**	**Mar**	**June**

middle school as measured by STAAR 8th Grade Science.
Staff Responsible for Monitoring: Science Teachers

 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, 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 - School Processes & Programs 1

0% No Progress   100% Accomplished   ⟶ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
Problem Statement 2: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.

School Processes & Programs
Problem Statement 1: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.

Perceptions
Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.

Goal 1: DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025. CAMPUS GOAL: 91 to 95 by June 2023.

Performance Objective 4: Average Daily Attendance is 95% or greater for school year.

    Evaluation Data Sources: Attendance Data

Strategy 1 Details			Reviews		
Strategy 1: Coordinated Approach to Child Health (CATCH) is implemented by a team lead by school nurse and PE/Health teachers.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students remain healthy through proper hygiene and active care of self. **Staff Responsible for Monitoring:** Nurse, CATCH Team - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 1, 2	**Nov**	**Jan**	**Mar**	**June**	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
Perceptions
Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.

Goal 2: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families. CAMPUS GOAL: Ensure all listed above and faculty/staff are engaged with meaningful feedback and collaboration.

Performance Objective 1: We will increase parent participation by 10% in surveys, meetings, and other all-family activities. (2020-2021 Parent Survey had 53% response rate)

    Evaluation Data Sources: Family & Community Engagement Surveys, Meeting Sign-Ins, Event Sign-Ins

Strategy 1 Details	Reviews			
Strategy 1: Monthly Parent involvement events (education, presentation, collaboration).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation due to regular schedule.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal & Community Liaison				
- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
Problem Statements: Perceptions 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Implement the campus-wide use of Remind text/smartphone communication platform.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge and participation in student academic support and awareness of opportunities.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP, Office Manager				
- ESF Levers: Lever 3: Positive School Culture				
Problem Statements: Perceptions 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Parent and Family Engagement policy will be developed and distributed to all families through our Parent/Community Liaison and SBDM	**Formative**			**Summative**
Strategy's Expected Result/Impact: All parents have a copy of the engagement expectations policy.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent & Community Liaison				
- ESF Levers: Lever 3: Positive School Culture				
Problem Statements: Perceptions 2, 3				

Strategy 4 Details	Reviews			
Strategy 4: The SBDM committee will evaluate strategies and action steps of the CIP based on the timeline indicated in the Plan and provide feedback to campus staff and the leadership team on a quarterly basis. Review and feedback will be translated as necessary for all families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: CIP developed with the involvement of stakeholders. **Staff Responsible for Monitoring:** SBDM Chair, Principal - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.
Problem Statement 3: Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved. **Root Cause**: Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.

Goal 2: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families. CAMPUS GOAL: Ensure all listed above and faculty/staff are engaged with meaningful feedback and collaboration.

Performance Objective 2: Students and staff members report increased meaningful participation, feedback, and collaboration with colleagues and families by at least 5%.

    Evaluation Data Sources: Student experience survey & Staff Climate and Culture Survey

Strategy 1 Details		Reviews			
Strategy 1: Social Emotional Learning curriculum is adopted (Second Step) and implemented with fidelity by all Advisory mentor teachers. SEL Curriculum will include sessions on Suicide Prevention, Conflict Resolution, Discipline Management, Violence Prevention/Intervention, and Dating Violence and Harassment. Required professional development for staff to implement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student experience survey results in engagement and comfort in classroom. Decrease in documented discipline referrals beyond teacher and counselor intervention.
    Staff Responsible for Monitoring: Counselor and All Teachers.
 	
    - TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum
    Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 1, 2					

Strategy 2 Details		Reviews			
Strategy 2: Continue to use Kagan collaborative learning strategies in classrooms and support new teachers in professional development using techniques to assist with mitigating learning loss and engagement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student engagement and faculty satisfaction. Mitigate learning loss.
    Staff Responsible for Monitoring: CIC, AP
 	
    - TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** 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 - School Processes & Programs 1 - Perceptions 1
    Funding Sources: Kagan Training - 211 - Title I, Part A - $4,249					

Strategy 3 Details	Reviews			
Strategy 3: School leadership pursues innovative culture building best practices to increase student engagement and faculty feedback/coaching satisfaction by visiting high achieving schools in this category.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased scores in student engagement and faculty climate survey. **Staff Responsible for Monitoring:** Principal, AP - **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:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1, 2, 3				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause**: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.

Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
Problem Statement 2: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.

School Processes & Programs
Problem Statement 1: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.

Perceptions
Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.
Problem Statement 3: Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved. **Root Cause**: Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.

Goal 2: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families. CAMPUS GOAL: Ensure all listed above and faculty/staff are engaged with meaningful feedback and collaboration.

Performance Objective 3: All parents will have a Parent Portal account to access real-time grades and attendance information for their students.

    Evaluation Data Sources: PowerSchool Access Account Log

Strategy 1 Details		Reviews		

Strategy 1: At all events where parents would be expected to attend in the first semester, one staff member will be designated to assist families setup and navigate their parent portal access on computer and mobile devices.
    Strategy's Expected Result/Impact: 100% of families will be able to log on to parent portal.
    Staff Responsible for Monitoring: Data Controller/Safety Monitor, Assistant Principal
 	
    - **ESF Levers:** Lever 3: Positive School Culture
Problem Statements: Perceptions 2, 3
		Formative		**Summative**

		Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.
Problem Statement 3: Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved. **Root Cause**: Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.

Goal 3: DISTRICT GOAL: Ensure magnet school admissions are representative of the City of Dallas and Dallas ISD as part of the Racial Equity Office initiative to increase equity and access.

Performance Objective 1: Increase African American and white student share of enrollment by 5% each with the incoming class of students.

    Evaluation Data Sources: Student Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: Identify 5 target public or charter elementary schools (within Dallas ISD boundaries) with predominantly African American enrollment and 5 target public or private elementary schools (within Dallas ISD Boundaries) with predominantly White enrollment who sends fewer than 10 applications for Longfellow and set up a recruiting strategy meeting with their principal before end of November 2022.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase applications from each of target elementary schools by at least 50%.
     Staff Responsible for Monitoring: Principal, Office Manager
 	
     - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 Problem Statements: Demographics 1 - Student Learning 1				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause**: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.
Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.

Goal 3: DISTRICT GOAL: Ensure magnet school admissions are representative of the City of Dallas and Dallas ISD as part of the Racial Equity Office initiative to increase equity and access.

Performance Objective 2: 90% of 8th graders are accepted into a school of choice for high school.

    Evaluation Data Sources: Choose Dallas ISD Applications Report

Strategy 1 Details	Reviews			
Strategy 1: Each student receives a personalized meeting with School Counselor in 7th and 8th grade to plan for post-Longfellow transition, including learning about options and evaluating interests and abilities. Counselor assists all 8th grade students and families completing school choice applications.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All students will apply and 80% will attend a school of choice or special program in the district for high school. Reduced high school dropout rates.
    Staff Responsible for Monitoring: Counselor, Principal
 	
    - 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 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2, 3, 5				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause**: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.
Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.
Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
Problem Statement 2: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.
School Processes & Programs
Problem Statement 1: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.

School Processes & Programs
Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.
Perceptions
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.
Problem Statement 3: Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved. **Root Cause**: Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.
Problem Statement 5: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.

Goal 3: DISTRICT GOAL: Ensure magnet school admissions are representative of the City of Dallas and Dallas ISD as part of the Racial Equity Office initiative to increase equity and access.

Performance Objective 3: Increase representation of school faculty and staff in all roles through hiring practices that prioritize the diversity we wish to achieve as a campus. Goal of readjustment of approximately 3% toward underrepresented communities.

Strategy 1 Details	Reviews			
Strategy 1: Include diversity hiring statements and new core beliefs document in all job postings, target informational posts about career opportunities to all local 4-year colleges (professional) and community colleges (support) with representative diversity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased diversity in faculty and staff, aligned with Dallas ISD Boundary demographics. **Staff Responsible for Monitoring:** Principal, AP, Office Manager - **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:** Demographics 1 - Student Learning 1 - Perceptions 1				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause**: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.
Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
Perceptions
Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.

Goal 4: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023. Campus Goal: Continue to meet 100% Participation.

Performance Objective 1: 100% of students will participate in at least one extracurricular or co-curricular activity.

Evaluation Data Sources: Student Activities Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Scheduled Club Days in instructional calendar with process for students being chosen or assigned to one school-day club.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students in at least one club. **Staff Responsible for Monitoring:** Student Activities Coordinator and Principal - **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 5	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.
Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
Problem Statement 2: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.
School Processes & Programs
Problem Statement 1: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.
Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.

Perceptions
Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.
Problem Statement 5: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.

Goal 4: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023. Campus Goal: Continue to meet 100% Participation.

Performance Objective 2: Students see explicitly identified career pathways and connection information in all classes and clubs beyond CTE Courses.

    Evaluation Data Sources: Syllabi and self-reporting

Strategy 1 Details	Reviews			
Strategy 1: All classes use the World of Work career exploration framework. 2nd Year implementation goal of 2 or more career speakers with associated projects per class/content area/teacher.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased reporting of interests in a variety of career pathways connected to club offerings.
     Staff Responsible for Monitoring: All teachers, club sponsors, CIC, AP.
 	
   - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3, 5				

0% **No Progress** 100% **Accomplished** ➡ **Continue/Modify** ✖ **Discontinue**				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause**: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.
Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.
Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
Problem Statement 2: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.

School Processes & Programs
Problem Statement 1: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.
Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.

Perceptions
Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.
Problem Statement 3: Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved. **Root Cause**: Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.
Problem Statement 5: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 1: Receive Post-Secondary Readiness Distinction

    Evaluation Data Sources: TEA School Report Card

Strategy 1 Details	Reviews			
Strategy 1: All classes use the World of Work career exploration framework. 2nd Year implementation goal of 2 or more career speakers with associated projects per class/content area/teacher.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased reporting of interests in a variety of career pathways connected to club offerings.
     Staff Responsible for Monitoring: All teachers, club sponsors, CIC, AP.
 	
     - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
     Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3, 5				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause**: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.
Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.
Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
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School Processes & Programs

Problem Statement 1: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.

Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.

Perceptions

Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.

Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.

Problem Statement 3: Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved. **Root Cause**: Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.

Problem Statement 5: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 2: All students have a grade-level appropriate investigation or guidance session with CTE teachers and Guidance Counselor to prepare for Post-Longfellow placement in a choice high school campus.

    Evaluation Data Sources: Counselor meeting logs and Choose Dallas ISD Reports

Strategy 1 Details	Reviews			
Strategy 1: Each student receives a personalized meeting with School Counselor in 7th and 8th grade to plan for post-Longfellow transition, including learning about options and evaluating interests and abilities. Counselor assists all 8th grade students and families completing school choice applications.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students will apply and 80% will attend a school of choice or special program in the district for high school.				
Staff Responsible for Monitoring: Counselor, Principal				
- 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 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2, 3, 5				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our campus (student and staff) diversity is not reflective of the City of Dallas or Dallas ISD. **Root Cause**: Awareness and recruiting systems have not accessed several underserved campuses and neighborhoods.
Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.
Student Learning
Problem Statement 1: There is inequitable achievement and growth data across demographic groups. **Root Cause**: Emerging Bilingual student support, 504/SPED support, cultural competency, and disproportionate pandemic related learning loss means not all students start on an even playing field nor receive appropriate interventions.
Problem Statement 2: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.

School Processes & Programs

Problem Statement 1: Career exploration experiences are not ubiquitous throughout all content classrooms outside CTE/Arts classrooms. **Root Cause**: Career exploration vision and framework is not clear or accessible to all teachers.

Problem Statement 2: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.

Perceptions

Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.

Problem Statement 3: Even with our varied and many communication platforms, families and staff still feel like communication of activities and processes could be improved. **Root Cause**: Our systems are not tailored enough to the primary ways in which families and staff choose to consume information.

Problem Statement 5: Not all students select a choice (tranformation, innovation, or magnet school) campus for high school. **Root Cause**: Not all students receive adequate and systemic support on the high school transition.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 3: All students and staff receive drug and violence prevention training and ongoing SEL support to address the potential loss of social skills during the pandemic.

 Evaluation Data Sources: Counseling & PD Logs

Strategy 1 Details	Reviews			
Strategy 1: Counselor provides regular trainings for drug and violence prevention to students and teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced incidents of drug and violence in our community. **Staff Responsible for Monitoring:** Counselor - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Students and teachers report a need for additional engagement in social-emotional learning and cross-grade collaboration and culture. **Root Cause**: Stratification of grade levels and isolation of teachers/students in classrooms do not allow for larger group social dynamics to be embraced.
Problem Statement 2: Parents/guardians and teachers report feeling disconnected from each other as co-supports of learning for their children. **Root Cause**: Pandemic restrictions have made parent/guardian learning and social events, volunteer opportunities, and basic visibility on campus limited.

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 percent to 56 percent by June 2025.

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 percent to 56.0 percent by June 2025.

Goal 8: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.