

Dallas Independent School District

073 H.W. Longfellow Career Exploration Academy

2021-2022 Goals/Performance Objectives/Strategies



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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



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 2024.

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

Evaluation Data Sources: Campus Aggregated STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement individualized student progress monitoring system. 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. Staff Responsible for Monitoring: Assistant Principal, Campus Instructional Coach, Department Chairs. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4, 9 - Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Diversify classroom literature used in all content areas to increase cultural relevancy and engagement. At least 1/2 of literature used should have a clear "career pathway" connection that can be explained or explored within the class while engaged with text. Strategy's Expected Result/Impact: Increased active engagement in content and fluency of English skills. Increased identification of career pathways of interest by 8th grade. Staff Responsible for Monitoring: All Teachers, Campus Instructional Coach, Media Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 4, 5, 6 - School Processes & Programs 2, 4, 6 - Perceptions 4 Funding Sources: Diverse Literature - 211 - Title I, Part A - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Ensure all ELAR teachers complete required and additional English Learner support training and implement strategies in class. Strategy's Expected Result/Impact: Accelerated English fluency of EL students in ELAR and Social Studies tests by 5% increased achievement of grade level mastery (meets). Staff Responsible for Monitoring: ELAR Teachers, CIC, Assistant Principal Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5 - School Processes & Programs 2, 4, 9 - Perceptions 7 Funding Sources: English Language Learner training supplies - 211 - Title I, Part A - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide targeted EL Support for 6th Grade EL students through evening and/or weekend Parent & Student instruction sessions. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4, 9 - Perceptions 7 Funding Sources: Supplies for PBL and Parent Instruction Events - 211 - Title I, Part A - 6300 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.
Problem Statement 3: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. Root Cause: English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.
Student Learning
Problem Statement 1: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. Root Cause: Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Student Learning

Problem Statement 4: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Problem Statement 5: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

Problem Statement 6: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

School Processes & Programs

Problem Statement 2: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

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Problem Statement 6: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Problem Statement 9: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Perceptions





Problem Statement 4: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Problem Statement 7: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

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 2024.

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. Strategy's Expected Result/Impact: Reduce gap in 8th Grade Science Masters, 6/7th ELAR Masters, 6th Grade Math Masters, and 8th Grade Social Studies Masters. Staff Responsible for Monitoring: AASI Lead Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Learning 1, 4, 6 - School Processes & Programs 2, 3, 6, 9 - Perceptions 3, 4, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Replicate the African American Success Initiative model for Hispanic/Latino students pairing eligible students with community mentors for guidance, tutoring, and support. Strategy's Expected Result/Impact: Reduce achievement gap in all grades ELAR and Social Studies masters level achievement. Staff Responsible for Monitoring: LSI Lead Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5, 6 - School Processes & Programs 2, 4, 6, 9 - Perceptions 4, 7	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Hispanic and African American students do not meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Demographics

Problem Statement 3: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

Problem Statement 4: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. **Root Cause:** Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.

Student Learning

Problem Statement 1: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Problem Statement 4: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Problem Statement 5: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

Problem Statement 6: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

School Processes & Programs

Problem Statement 2: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

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Problem Statement 6: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Problem Statement 9: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Perceptions

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



Problem Statement 4: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Perceptions
Problem Statement 7: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. Root Cause: Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

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 2024.

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: 6th and 7th Grade Summer Transition Camp w/Focus on Reading Fluency strategies and Math skills. 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 Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5 - School Processes & Programs 2, 4, 9 - Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement individualized student progress monitoring system. 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. Staff Responsible for Monitoring: Assistant Principal, Campus Instructional Coach, Department Chairs. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4, 9 - Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Hispanic and African American students do not meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.
Problem Statement 3: Hispanic students do not meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. Root Cause: English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

Student Learning

Problem Statement 1: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Problem Statement 4: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Problem Statement 5: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

School Processes & Programs

Problem Statement 2: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Problem Statement 4: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

Problem Statement 9: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.





Perceptions

Problem Statement 7: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

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 2024.

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. Strategy's Expected Result/Impact: Students remain healthy through proper hygiene and active care of self. Staff Responsible for Monitoring: Nurse, CATCH team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 6 - School Processes & Programs 6, 8, 9 - Perceptions 4, 6, 7	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. Root Cause: Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented. Problem Statement 6: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.
School Processes & Programs
Problem Statement 6: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school. Problem Statement 8: There is currently only a student set of core beliefs. Root Cause: Values and beliefs are considered rules for students instead of behaviors expected of all community members. Problem Statement 9: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. Root Cause: Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.
Perceptions
Problem Statement 4: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Perceptions

Problem Statement 6: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.





Problem Statement 7: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Goal 2: DISTRICT GOAL: Ensure active parent, family, and staff engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 1: We will increase parent participation by 10% in surveys, meetings, and other all-family activities.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted EL Support for 6th Grade EL students through evening and/or weekend Parent & Student instruction sessions. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4, 9 - Perceptions 7 Funding Sources: Supplies and support for Parent Events - 211 - Title I, Part A - 6300 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Participate in the African American Success Initiative, pairing eligible students with community mentors for guidance, tutoring, and support. Strategy's Expected Result/Impact: Reduce gap in 8th Grade Science Masters, 6/7th ELAR Masters, 6th Grade Math Masters, and 8th Grade Social Studies Masters. Staff Responsible for Monitoring: AASI Lead Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2, 4 - Student Learning 1, 4, 6 - School Processes & Programs 2, 3, 6, 9 - Perceptions 3, 4, 7	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Replicate the African American Success Initiative model for Hispanic/Latino students pairing eligible students with community mentors for guidance, tutoring, and support. Strategy's Expected Result/Impact: Reduce achievement gap in all grades ELAR and Social Studies masters level achievement. Staff Responsible for Monitoring: LSI Lead Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5, 6 - School Processes & Programs 2, 4, 6, 9 - Perceptions 4, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide all posts sent on all communication channels and all live meetings in both English and Spanish (with other languages when possible). Strategy's Expected Result/Impact: Reduced confusion or othering of non-English speaking families. Staff Responsible for Monitoring: Media Specialist, Assistant Principal, Principal Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 4, 8 - Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Hold an in-person or virtual Parent/Guardian Career Day where all families are invited to share information about their professions through discussion and hands-on experiences. Strategy's Expected Result/Impact: Greater inclusion of families in Career Exploration priorities of campus. Greater feeling of inclusion and value of all family members and their contributions to society. Staff Responsible for Monitoring: Principal and CTE Teachers. Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, 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, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 6 - School Processes & Programs 3, 6, 8 - Perceptions 3, 4, 6 Funding Sources: Supplies for Career Day - 211 - Title I, Part A - 6300 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Hispanic and African American students do not meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Problem Statement 3: Hispanic students do not meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

Problem Statement 4: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. **Root Cause:** Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.

Student Learning

Problem Statement 1: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

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Problem Statement 6: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Problem Statement 8: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Problem Statement 9: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Perceptions

Problem Statement 3: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. **Root Cause:** Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.

Problem Statement 4: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Problem Statement 6: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.





Problem Statement 7: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Goal 2: DISTRICT GOAL: Ensure active parent, family, and staff engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

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 and Staff Climate and Culture Survey.

Strategy 1 Details		Reviews			
Strategy 1: Social Emotional Learning curriculum is adopted (Positive Action) 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. 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. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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: Demographics 2, 3, 4 - Student Learning 4, 5, 6 - School Processes & Programs 2, 3, 4, 6, 8 - Perceptions 3, 4, 6		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Continue to use Kagan collaborative learning strategies in classrooms and support new teachers in professional development using techniques. Strategy's Expected Result/Impact: Increased student engagement and faculty satisfaction. Staff Responsible for Monitoring: CIC, AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5 - School Processes & Programs 2, 4, 8, 9 - Perceptions 6, 7 Funding Sources: Kagan Materials and Training - 211 - Title I, Part A - 6200 - \$4,000		Formative			Summative
		Nov	Jan	Mar	June

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. Strategy's Expected Result/Impact: Increased scores in student engagement and faculty climate survey. Staff Responsible for Monitoring: Principal, AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2, 3 - Student Learning 1, 4, 5, 6 - School Processes & Programs 2, 4, 6, 8, 9 - Perceptions 4, 6, 7 Funding Sources: Travel for visiting other schools. - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary. Problem Statement 3: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. Root Cause: English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed. Problem Statement 4: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. Root Cause: Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.
Student Learning
Problem Statement 1: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. Root Cause: Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented. Problem Statement 4: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary. Problem Statement 5: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. Root Cause: English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed. Problem Statement 6: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.
School Processes & Programs
Problem Statement 2: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

School Processes & Programs

Problem Statement 3: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. **Root Cause:** Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.

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Problem Statement 6: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Problem Statement 8: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Problem Statement 9: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Perceptions

Problem Statement 3: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. **Root Cause:** Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.

Problem Statement 4: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.





Problem Statement 6: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Problem Statement 7: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Goal 2: DISTRICT GOAL: Ensure active parent, family, and staff engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 3: All parents will have a Parent Portal account to access realtime grades and attendance information for their student.

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: Registrar, Assistant Principal Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4, 8, 9 - Perceptions 6, 7	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. Root Cause: English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.
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Perceptions





Problem Statement 6: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Problem Statement 7: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

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 incoming class of students.

Evaluation Data Sources: Student Enrollment Data provided by MyData Portal.

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 2021. Strategy's Expected Result/Impact: Increase applications from each of target elementary schools by at least 50%. Staff Responsible for Monitoring: Principal, Office Manager Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 4 - School Processes & Programs 3, 8 - Perceptions 3, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Include a core value around diversity in our community in new Faculty and Staff Core Beliefs. Strategy's Expected Result/Impact: Increased recruiting of diversity of students, partnerships, and staff members. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, 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 Problem Statements: Demographics 4 - Student Learning 6 - School Processes & Programs 3, 6, 8 - Perceptions 3, 4, 6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. Root Cause: Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.

Student Learning

Problem Statement 6: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

School Processes & Programs

Problem Statement 3: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. **Root Cause:** Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.

Problem Statement 6: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Problem Statement 8: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Perceptions

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Problem Statement 4: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.

Problem Statement 6: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

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: All 8th Graders apply to at least one magnet high school as a first or second choice in the Choose Dallas ISD Process.

Evaluation Data Sources: Choose Dallas ISD Applications Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - 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, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 6 - School Processes & Programs 3, 6, 8 - Perceptions 3, 4, 6</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 4: While our campus is roughly representative of the District, African American students as percentage of campus population is below that of the District. Our campus is also below the Dallas ISD attendance boundaries demographics for White students as percentage of campus population. Root Cause: Physical distance from the primarily African American neighborhoods and schools is a barrier. Historical challenges with desegregation efforts in Dallas ISD have stigmatized public school education for White families. Awareness of Longfellow as high quality option among all families reduces applications from some demographic groups.</p>
Student Learning
<p>Problem Statement 6: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.</p>
School Processes & Programs
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School Processes & Programs

Problem Statement 8: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Perceptions

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Problem Statement 4: Career Exploration is not embedded across all content areas. **Root Cause:** CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.





Problem Statement 6: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

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.

Evaluation Data Sources: Teacher and staff diversity data (race/ethnicity, national origin, gender and gender identity, language, orientation, ability status, veteran status, etc.)

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. Strategy's Expected Result/Impact: Increased diversity in faculty and staff, aligned with Dallas ISD Boundary demographics. Staff Responsible for Monitoring: Principal, Assistant Principal, and Office Manager Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 Problem Statements: Demographics 2, 3, 4 - Student Learning 4, 5 - School Processes & Programs 2, 3, 4, 8 - Perceptions 3, 6	Formative			Summative
	Nov	Jan	Mar	June

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  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Hispanic and African American students do not meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.
Problem Statement 3: Hispanic students do not meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. Root Cause: English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.
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Student Learning
Problem Statement 4: Hispanic and African American students do not meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Student Learning

Problem Statement 5: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

School Processes & Programs

Problem Statement 2: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

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Problem Statement 8: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Perceptions





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Problem Statement 6: There is currently only a student set of core beliefs. **Root Cause:** Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Goal 4: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

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. Strategy's Expected Result/Impact: All students will be in at least one club. Staff Responsible for Monitoring: Student Activities coordinator and Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 6 - School Processes & Programs 6, 8 - Perceptions 4, 6		Formative			Summative
		Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.
School Processes & Programs
Problem Statement 6: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.
Problem Statement 8: There is currently only a student set of core beliefs. Root Cause: Values and beliefs are considered rules for students instead of behaviors expected of all community members.
Perceptions
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Problem Statement 6: There is currently only a student set of core beliefs. Root Cause: Values and beliefs are considered rules for students instead of behaviors expected of all community members.

Goal 4: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

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

Evaluation Data Sources: Syllabi and self-reporting.

Strategy 1 Details	Reviews			
Strategy 1: All non CTE Elective Classes and all clubs are required to identify their connections to a career pathway and provide experiences/instruction in how to enter the career as part of the programming/curriculum. Strategy's Expected Result/Impact: Increased reporting of interests in a variety of career pathways connected to club offerings. Staff Responsible for Monitoring: All nonCTE Elective Teachers and club sponsors, CIC, AP Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 6 - School Processes & Programs 6, 8 - Perceptions 4, 6 Funding Sources: Training on Career integration, possible software for management, and portfolio process training. - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:





Student Learning
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Problem Statement 6: There is currently only a student set of core beliefs. Root Cause: Values and beliefs are considered rules for students instead of behaviors expected of all community members.

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: Develop and implement individualized student progress monitoring system. 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. Staff Responsible for Monitoring: Assistant Principal, Campus Instructional Coach, Department Chairs. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4, 9 - Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all ELAR teachers complete required and additional English Learner support training and implement strategies in class. Strategy's Expected Result/Impact: Accelerated English fluency of EL students in ELAR and Social Studies tests by 5% increased achievement of grade level mastery (meets). Staff Responsible for Monitoring: ELAR Teachers, CIC, Assistant Principal Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5 - School Processes & Programs 2, 4, 9 - Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide targeted EL Support for 6th Grade EL students through evening and/or weekend Parent & Student instruction sessions. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 4, 9 - Perceptions 7 Funding Sources: Supplies and support for parent events. - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 6th and 7th Grade Summer Transition Camp w/Focus on Reading Fluency strategies and Math skills. 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 Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5 - School Processes & Programs 2, 4, 9 - Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Hispanic and African American students do not meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.
Problem Statement 3: Hispanic students do not meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. Root Cause: English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.
Student Learning
Problem Statement 1: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. Root Cause: Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.
Problem Statement 4: Hispanic and African American students do not meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). Root Cause: Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Student Learning

Problem Statement 5: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

School Processes & Programs

Problem Statement 2: Hispanic and African American students do meet Masters standard on STAAR exams at the same rate as White students in Reading/Writing, Math (AA only), Algebra 1 (H only), & Social Studies (AA only). **Root Cause:** Cultural Intelligence and Competency, as well as differentiated supports, are not as robust as necessary.

Problem Statement 4: Hispanic students do meet grade level standard on STAAR exams at the same rate as White and African American students in Reading. **Root Cause:** English Learner status among Hispanic students is higher than overall population. Reading test is in English. EL instructional strategies for acceleration are needed.

Problem Statement 9: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

Perceptions

Problem Statement 7: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. **Root Cause:** Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.

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: All non CTE Elective Classes and all clubs are required to identify their connections to a career pathway and provide experiences/instruction in how to enter the career as part of the programming/curriculum. Strategy's Expected Result/Impact: Increased reporting of interests in a variety of career pathways connected to club offerings. Staff Responsible for Monitoring: All nonCTE Elective Teachers and club sponsors, CIC, AP Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 6 - School Processes & Programs 6, 8 - Perceptions 4, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All academic courses identify at least 1 career or career pathway per grading cycle to learn about, experiment within, and practice. Strategy's Expected Result/Impact: Greater reported knowledge of possible career pathways for students. Staff Responsible for Monitoring: All teachers, admin, and counselor. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 6 - School Processes & Programs 6, 8 - Perceptions 4, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Counselor/CTE Teachers has a scaffolded set of meetings with students during each grade level appropriate for their level of career investigation and post-Longfellow placement. 6th Grade Interest Inventory, 7th Grade High School Exploration, 8th Grade High School Application Preparation & Post-Secondary Goal Setting	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy's Expected Result/Impact: All students apply to a choice/specialty high school tied to an identified career pathway interest.</p> <p>Staff Responsible for Monitoring: Counselor in coordination with CTE Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 6 - School Processes & Programs 6, 8, 9 - Perceptions 4, 6, 7</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. Root Cause: Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.</p>
<p>Problem Statement 6: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.</p>
School Processes & Programs
<p>Problem Statement 6: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.</p>
<p>Problem Statement 8: There is currently only a student set of core beliefs. Root Cause: Values and beliefs are considered rules for students instead of behaviors expected of all community members.</p>
<p>Problem Statement 9: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. Root Cause: Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.</p>
Perceptions
<p>Problem Statement 4: Career Exploration is not embedded across all content areas. Root Cause: CTE and Electives have been the primary focus of exploration curriculum in the past of the magnet school.</p>
<p>Problem Statement 6: There is currently only a student set of core beliefs. Root Cause: Values and beliefs are considered rules for students instead of behaviors expected of all community members.</p>
<p>Problem Statement 7: Students are not maintaining growth, in NWEA MAP testing, to meet or exceed targeted grade-level growth in all areas. Root Cause: Learning and intervention strategies did not translate to hybrid model. Structured and targeted tutoring, small group instruction, and other remediation strategies are not fully implemented.</p>

Goal 6: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Goal 7: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.