Dallas Independent School District

073 H.W. Longfellow Career Exploration Academy

2020-2021 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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Henry W. Longfellow is a 6th-8th grade career exploration academy located in Dallas, TX. Longfellow is not a a neighborhood school.Our magnet school serves sixth through eighth graders, and students must complete an application process to be considered for admission. as every student must apply and be accepted to attend here. Our enrollment consists of students from all over the city of Dallas. There are 11 bus routes that transport the majority of our students to and from school everyday.

We have approximately a 1.4% mobility rate. This number is much lower than average for most middle schools because most students that enroll with us remain with us for all three years.

Henry W. Longfellow Career Exploration Academy employs a high-quality, talented staff. We have 25 highly qualified staff with 6 Distinguished teachers. Our staff's years of service range from beginning year 5 teachers to 14 teachers with more than 3 years of experience.

We have 44.6% female population of students compared to a 55.4% male population of students. We serve a 73% TAG student population

STUDENT ENROLLMENT

GRADE LEVELS:	Enrollment	STUDENT ETHNIC COMPOSITION (TOTAL):	
6	152	Hispanic	86.6%
7	138	African American	%
			5.6%
8	136	White	%
			4.7%
Total	426	Asian	%
			1.2%
Total Number of Students		American Indian	%
			.5%
		National Hawaiian/ Pacific Islander	0%
		Multi-Race	1.4%
		Not Reported	0%

GRADE LEVELS:	**Enrollment**	**STUDENT ETHNIC COMPOSITION (TOTAL):**	
		Total Students	**100%**

STAFF (As of _____June 2019_)

Campus Professional Staff		**Campus & Support Staff**	
Teachers	23	Food Services	3
Administrators	2	Custodians	3
Counselors	1	Maintenance	
Nurses	1	Office Managers/Clerks	
Librarians	1	Security	0
Instructional Coach	1	Other Support	6
Community Liaison	1		

TOTAL PROFESSIONAL STAFF: 30
TOTAL SUPPORT STAFF: 12
TOTAL STAFF: 42

Demographics Strengths

We have a diverse student and staff population with a very low mobility rate (1.4%) Approximately one fourth of our staff is distinguished or DTR. We also have 56% of the staff that has more than 3 years of experience. We serve a 73% TAG student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A problem statement is a fact something we want to solve **Root Cause:** This is why the problem exists, if this is eliminated the problem would go away or be reduced

Problem Statement 2 (Prioritized): Trends shows a decrease in student attendance. **Root Cause:** Parents do not understand the impact absences has on their child's grades and course credit before it becomes a problem.

Problem Statement 3 (Prioritized): EL students are underperforming in 6/9 STAAR content areas. **Root Cause:** A lack of training from the staff about best practices to use

with EL students.

Problem Statement 4 (Prioritized): 100% of students are not meeting grade level expectations **Root Cause:** Differentiated instruction is not being provided consistently across grade levels and content areas

Student Learning

Student Learning Summary

Reading .

6th 98%Approaches 72%Meets 39%Masters

7th 100%Approaches 92%Meets 64%Masters

8th 100%Approaches 97%Meets 73%Masters

Math

6th 100%Approaches 89%Meets 41%Masters

7th 99%Approaches 95%Meets 46%Masters

8th 99%Approaches 94%Meets 80%Masters

Science

7th 100%Approaches 88%Meets 57%Masters

Writing

7th 100%Approaches 88%Meets 56%Masters

Social Studies

8th 100%Approaches 87%Meets 66%Masters

Student Learning Strengths

All content areas and grade levels met our campus goal of 100% approaches with the exception of 6th grade Reading, 7th grade Math and 8th grade Algebra 1. All grades and content areas met our campus goal of 85% meet with the exception of 6th grade Reading. All grades and content areas met our campus goal of 50% mastery with the exception of 6th grade Reading and Math and 7th grade Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 100% of students are not meeting grade level expectations **Root Cause:** Differentiated instruction is not being provided consistently across grade levels and content areas

Problem Statement 2 (Prioritized): EL students are underperforming in 6/9 STAAR content areas. **Root Cause:** A lack of training from the staff about best practices to use with EL students.

Problem Statement 3 (Prioritized): The student perception survey reveals 53% favorable responses in the area of student engagement **Root Cause:** There is need for ongoing research based professional development in the area of student engagement.

School Processes & Programs

School Processes & Programs Summary

 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 art while making meaningful connections across multiple disciplines. We offer a robust selection of curricular and extracurricular activities and programs, including computer science, art, music, dance, robotics and technology. All students receive Pre-AP core content 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.

Our magnet school serves sixth through eighth graders, and students must complete an application process to be considered for admission.

Henry W. Longfellow is a Career Exploration Academy that offers an array of CTE classes. Begining in the 6th grade all students are enrolled in an Exploring College and Careers course. All students take an interest survey and a strength finders survey that allows students to begin choosing their CTE classes in the 7th, 8th grade and beyond. Courses range from engineering based, Information Technology, architecture, business and audio visual technology. We have a recruitment team that has identified the campus' core beliefs and needs and recruit based on specific strengths and look fors in any new staff that joins our team.   Teachers have grade level and department planning time that allows for a tight alignment between campus, department and grade level goals. Teachers are provided a voice through weekly PLC, FSAC, and team leads. Parents have a voice through monthly coffee with the principal, SBDM and PTA.

School Processes & Programs Strengths

Students take a career and interest inventory in the 6th grade that helps them to track and begin selection of CTE courses in middle school and beyond. This information allows students to make an informed decision of the career pathway that would be a best fit for them as they transition into high school. This understanding assists them as they begin the high school selection process to ensure a best fit for their individual goals and strengths.

Teachers develop department goals based on needs of their individual department data. They are able to meet to vertically align their curriculum and develop tightly aligned assessments. Stakeholders are invited monthly to be involved in the school's programs and to provide feedback during coffee with the principal, SBDM and PTA

Technology Strenghts: We are a one to one campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Career Exploration is not being embedded across all content areas **Root Cause:** CTE has traditionally has been the focus for career exploration in our magnet program.

Problem Statement 2 (Prioritized): Trends shows a decrease in student attendance. **Root Cause:** Parents do not understand the impact absences has on their child's grades and course credit before it becomes a problem.

Problem Statement 3 (Prioritized): There is a need to have a consistent set of values and beliefs **Root Cause:** Values and beliefs need to be revisited throughout the school year and embedded in all decision making processes across the campus.

Problem Statement 4 (Prioritized): The student perception survey reveals 68% favorable responses in the area of supportive relationships **Root Cause:** There is need to implement research based SEL strategies across the campus with students.

Problem Statement 5 (Prioritized): The student perception survey reveals 53% favorable responses in the area of student engagement **Root Cause:** There is need for ongoing research based professional development in the area of student engagement.

Problem Statement 6 (Prioritized): The staff climate survey reveals 71.8% favorable responses in "Morale at my school has improved this year" **Root Cause:** There is a need to implement research based SEL strategies with staff to increase morale

Problem Statement 7 (Prioritized): The staff climate survey reveals 64.1% favorable responses in "Discipline is enforced consistently and effectively at my campus." **Root Cause:** There is a need to implement a consistent school wide management plan

Problem Statement 8 (Prioritized): Parent survey reveals parents do not receive timely communication from the school **Root Cause:** There is a need to improve multiple ways of communication to parents

Problem Statement 9: 64% of staff believe that the PD sessions this year helped them to improve the quality of instruction. **Root Cause:** Staff development will need to be differentiated based on teacher needs.

Perceptions

Perceptions Summary

Spring climate survey resulted in all categories in the fourth quintile.

Parent survey response was 90% or higher favorable in all areas with the exception of the satisfaction with the direction of the district 88.9% favorable.

Student survey responses improved in all 5 categories.

Perceptions Strengths

Staff perception strengths include: 100% of staff say they understand their role in implementing the school's key actions.

student perception strengths include: 83% of students answered favorably to the questions dealing with the classroom environment and 81% favorable responses to the questions regarding expectations and rigor.

Family and Community: Parent perception strengths include: Parent Survey shows 100% favorable responses in believing that their child learned what he/she needed to learn to be ready for the next grade. 97.7% of parents believe that our school stresses the importance of preparing for/attending college after high school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to have a consistent set of values and beliefs **Root Cause:** Values and beliefs need to be revisited throughout the school year and embedded in all decision making processes across the campus.

Problem Statement 2 (Prioritized): Career Exploration is not being embedded across all content areas **Root Cause:** CTE has traditionally has been the focus for career exploration in our magnet program.

Problem Statement 3 (Prioritized): The student perception survey reveals 53% favorable responses in the area of student engagement **Root Cause:** There is need for ongoing research based professional development in the area of student engagement.

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Priority Problem Statements

Problem Statement 1: Trends shows a decrease in student attendance.

Root Cause 1: Parents do not understand the impact absences has on their child's grades and course credit before it becomes a problem.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: EL students are underperforming in 6/9 STAAR content areas.

Root Cause 2: A lack of training from the staff about best practices to use with EL students.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: 100% of students are not meeting grade level expectations

Root Cause 3: Differentiated instruction is not being provided consistently across grade levels and content areas

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Career Exploration is not being embedded across all content areas

Root Cause 4: CTE has traditionally has been the focus for career exploration in our magnet program.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: There is a need to have a consistent set of values and beliefs

Root Cause 5: Values and beliefs need to be revisited throughout the school year and embedded in all decision making processes across the campus.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: The student perception survey reveals 53% favorable responses in the area of student engagement

Root Cause 6: There is need for ongoing research based professional development in the area of student engagement.

Problem Statement 6 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: The student perception survey reveals 68% favorable responses in the area of supportive relationships

Root Cause 7: There is need to implement research based SEL strategies across the campus with students.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: The staff climate survey reveals 71.8% favorable responses in "Morale at my school has improved this year"

Root Cause 8: There is a need to implement research based SEL strategies with staff to increase morale

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 9: The staff climate survey reveals 64.1% favorable responses in "Discipline is enforced consistently and effectively at my campus."

Root Cause 9: There is a need to implement a consistent school wide management plan

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Problem Statement 10: Parent survey reveals parents do not receive timely communication from the school

Root Cause 10: There is a need to improve multiple ways of communication to parents

Problem Statement 10 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2024.
CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS:

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 40.0% to 56.0% by June 2024.
CAMPUS GOAL FOR READING:

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2024.
CAMPUS GOAL:

Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2024. (This is lagged 1 year)
CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR:

Goal 5: 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.
CAMPUS GOAL:

Goal 6: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2022.

CAMPUS GOAL FOR EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES:

Goal 7: Henry W. Longfellow Academy will maintain rigorous standards of academic achievement to prepare students to meet and master grade level content

Performance Objective 1: All students in all subpopulations will meet or exceed 50% mastery performance on all state test by the end of the year.

    Targeted or ESF High Priority

    Evaluation Data Sources: Six Week Assessments, Semester Exams, STAAR Release tests and STAAR test

Strategy 1: Provide small group instruction to meet the needs of all students	Reviews			
Strategy's Expected Result/Impact: Teachers will develop differentiated action plans based on student data. All subpopulations will accomplish 50% mastery across all content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PLC leaders, CIC, Content Teachers				
- **TEA Priorities:** Build a foundation of reading and math				
Problem Statements:				
Funding Sources: Small Groups - 211 - Title I, Part A - $4,000				

Strategy 2: Develop a school wide student goal setting and profiling system to track individual student progress	Reviews			
Strategy's Expected Result/Impact: All subpopulations will accomplish 50% mastery across all content areas.	**Formative**			**Summative**
Staff Responsible for Monitoring: PLC leaders, CIC and all teachers	**Nov**	**Jan**	**Mar**	**June**
- **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
Problem Statements:				

Strategy 3: Train state certified teachers on aggressive monitoring systems	Reviews			
Strategy's Expected Result/Impact: students will meet grade level expectations and mastery percentages will increase to 50% or higher for all subpopulations	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PLC leaders, CIC, Administrators and all teachers				
- **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools				
Problem Statements:				

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

Goal 8: Henry W. Longfellow Academy will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness and order

Performance Objective 1: The student survey results related to supportive relationships and student engagement will increase to meet or exceed district average.

Targeted or ESF High Priority

Evaluation Data Sources: Student perception survey

Strategy 1: Train state certified teachers on Kagan cooperative strategies	Reviews			
Strategy's Expected Result/Impact: Student survey results will increase in Student Engagement and supportive relationships.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PLC leaders, CIC, All teachers				
- **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				
Problem Statements:				
Funding Sources: Kagan Professional Development and Materials - 211 - Title I, Part A - $6,000				

Strategy 2: Provide instructional technology resources that assist teachers in monitoring safe technology use and teach social emotional learning skills.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Student technology use will result in increase student achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PLC leaders, CIC and all core content teachers.				
- **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools				
Problem Statements:				
Funding Sources: Technology resources - 211 - Title I, Part A - $2,000				

Strategy 3: Provide professional development to teachers on SEL	Reviews			
Strategy's Expected Result/Impact: Student survey results will show an increase in student engagement and supportive relationships.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PLC leaders, CIC and all teachers				
- **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				
Problem Statements:				
Funding Sources: SEL resources - 211 - Title I, Part A - $3,000				

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

Goal 9: Henry W. Longfellow Academy will recruit, develop and retain highly effective school leaders, teachers, and staff which reflect the needs of the students we serve.

Performance Objective 1: Spring staff climate survey results will result in all areas at or above the 4th Quartile

    Evaluation Data Sources: Campus climate surveys and district climate survey

Strategy 1: Engage teachers and staff in ongoing book studies that support the needs of our students	**Reviews**			
Strategy's Expected Result/Impact: Increase staff knowledge on research based strategies that will address student needs	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PLC leaders, CIC, All teachers and administrators				
Problem Statements:				
Funding Sources: Professional books for book studies - 211 - Title I, Part A - $1,000				

Strategy 2: Train school leaders on research based best practices	**Reviews**			
Strategy's Expected Result/Impact: Student academic achievement will increase. PLC collaboration will increase.	**Formative**			**Summative**
Staff Responsible for Monitoring: PLC leaders, CIC, Administrators	**Nov**	**Jan**	**Mar**	**June**
- **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				
Problem Statements:				
Funding Sources: Leadership Conferences - 211 - Title I, Part A - $2,000				

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

Goal 10: Henry W. Longfellow Academy will pursue effective engagement with families and the community

Performance Objective 1: The campus parent survey results will provide ongoing feedback about systems and processes that engage families in our instructional program.

    Evaluation Data Sources: Beginning, Middle and End of Year campus developed parent survey.

		Reviews			
Strategy 1: Organize school wide PBL nights		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement in our instructional program		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PLC leaders, CIC and All teachers					
Problem Statements:					
Funding Sources: PBL nights - 461 - Campus Activity Fund - $700					

		Reviews			
Strategy 2: Provide a system of ongoing communication with parents through parent meetings/presentations		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parental involvement and communication perceptions		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PLC leaders, CIC, Parent Liaison, administrators					
- **TEA Priorities:** Improve low-performing schools					
Problem Statements:					
Funding Sources: Parent meetings supplies and resources - 211 - Title I, Part A - $2,000					

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

State Compensatory

Budget for 073 H.W. Longfellow Career Exploration Academy

Account Code	Account Title	Budget
6100 Payroll Costs		
211-13-6118-ED-073-0-30-0-00-00000	6118 Extra Duty Stipend - Locally Defined	$5,000.00
211-13-6119-WX-073-0-30-0-00-00000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$56,228.00
211-11-6129-00-073-0-30-0-00-00000	6129 Salaries or Wages for Support Personnel	$31,811.00
211-61-6129-00-073-0-30-0-00-00000	6129 Salaries or Wages for Support Personnel	$21,643.00
211-11-6141-00-073-0-30-0-00-00000	6141 Social Security/Medicare	$462.00
211-13-6141-ED-073-0-30-0-00-00000	6141 Social Security/Medicare	$73.00
211-13-6141-WX-073-0-30-0-00-00000	6141 Social Security/Medicare	$816.00
211-61-6141-00-073-0-30-0-00-00000	6141 Social Security/Medicare	$314.00
211-11-6142-00-073-0-30-0-00-00000	6142 Group Health and Life Insurance	$3,660.00
211-13-6142-WX-073-0-30-0-00-00000	6142 Group Health and Life Insurance	$3,660.00
211-61-6142-00-073-0-30-0-00-00000	6142 Group Health and Life Insurance	$1,830.00
211-11-6143-00-073-0-30-0-00-00000	6143 Workers' Compensation	$223.00
211-13-6143-ED-073-0-30-0-00-00000	6143 Workers' Compensation	$35.00
211-13-6143-WX-073-0-30-0-00-00000	6143 Workers' Compensation	$394.00
211-61-6143-00-073-0-30-0-00-00000	6143 Workers' Compensation	$152.00
211-11-6145-00-073-0-30-0-00-00000	6145 Unemployment Compensation	$140.00
211-13-6145-ED-073-0-30-0-00-00000	6145 Unemployment Compensation	$22.00
211-13-6145-WX-073-0-30-0-00-00000	6145 Unemployment Compensation	$248.00
211-61-6145-00-073-0-30-0-00-00000	6145 Unemployment Compensation	$96.00
211-11-6146-00-073-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	$3,134.00
211-13-6146-ED-073-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	$493.00
211-13-6146-WX-073-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	$5,539.00
211-61-6146-00-073-0-30-0-00-00000	6146 Teacher Retirement/TRS Care	$2,132.00
211-11-6149-00-073-0-30-0-00-00000	6149 Employee Benefits	$24.00

Account Code	Account Title	Budget
211-13-6149-WX-073-0-30-0-00-00000	6149 Employee Benefits	$24.00
211-61-6149-00-073-0-30-0-00-00000	6149 Employee Benefits	$12.00
	6100 Subtotal:	**$138,165.00**
6200 Professional and Contracted Services		
211-13-6299-2T-073-0-30-0-00-00000	6299 Miscellaneous Contracted Services	$5,349.00
	6200 Subtotal:	**$5,349.00**
6300 Supplies and Services		
211-11-6399-2R-073-0-30-0-00-00000	6399 General Supplies	$7,742.00
	6300 Subtotal:	**$7,742.00**
6400 Other Operating Costs		
211-13-6411-00-073-0-30-0-00-00000	6411 Employee Travel	$4,000.00
211-61-6499-2R-073-0-30-0-00-00000	6499 Miscellaneous Operating Costs	$1,000.00
	6400 Subtotal:	**$5,000.00**

Personnel for 073 H.W. Longfellow Career Exploration Academy

Name	Position	Program	FTE
GRIFFIN, DAVID W	4935.LIAISON.COMMUNITY.OFIS	Title I - Part A CAMPUS	0.5
LAFFEY, HEATHER	6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN	Title I - Part A CAMPUS	1
Vanessa Lee	5715.TEACHER ASSISTANT.TITLE I.AIDE	Title I - Part A CAMPUS	1

Title I Personnel

Name	Position	Program	FTE
David Griffin	Community Liaison		.5
Heather Laffey	Campus Instructional Coach		1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Lorena Hernandez	Principal
Classroom Teacher	David Nigro	Teacher
Classroom Teacher	Tad Miller	teacher
Classroom Teacher	Daniel Schalit	teacher
Support Staff	David Griffin	Community Liaison
Community Resident		
Business Partner		
Parent		
Parent		
Parent		