San Antonio Independent School District

Longfellow Middle School

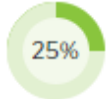# 2022-2023 Goals/Performance Objectives/Strategies

Table of Contents

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: Increase all students' "STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)" by a minimum of 5 percentage points from the 2022 result of 56% to a 2023 result of 61% as determined by all students' performance on the 2023 STAAR.

Evaluation Data Sources: 2022-2023 MOY MAP, 2022-2023 STAAR Simulations, 2023 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver to all students Tier I instruction that results from and is affected by elements in the following non-inclusive list.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Teachers will write weekly lesson plans comprising Content Objectives, Lesson Activities, Time Allotments, Differentiation Strategies, Formative Assessments, and Exemplar Responses. Identified differentiation strategies address the needs of students classified as Emergent Bilingual (EL) and include the use of integrated instructional technology, English/Spanish dictionaries, strategies described in 7 Steps to a Language-Rich Interactive Classroom, Sheltered Instruction Observation Protocol (SIOP) strategies, and Advancement Via Individual Determination (AVID) strategies. Teachers will utilize backwards design/Understanding by Design (UbD) principles during common lesson planning, create common assessments, and write common formative assessments/exit tickets with scoring rubrics and exemplar responses. Teachers will structure lessons in accordance with the Gradual Release of Responsibility (GRR) model. In math and ELA classes, GEC teachers will provide in-class instructional support for special education students. As instructors in an International Baccalaureate World School, teachers will encourage students' growth as well-rounded global citizens and independent thinkers and learners through the creation and implementation of unit plans designed in accordance with the curricular and pedagogical criteria of the IB Middle Years Programme. Teachers will utilize AVID WICOR strategies and leverage AVID organization, time-management, and focused note-taking strategies to develop and support students' study habits. Core teachers will participate in weekly Professional Learning Community (PLC) meetings to review informal, formative, and summative assessment data to monitor student progress and plan instruction informed by students' demonstrated academic needs; write standards-aligned assessments and rubrics; create and evaluate exemplar responses; engage in professional development sessions to improve instructional practices and acquire or refine instructional strategies; and participate in the presentation of model lessons to solicit and incorporate instructional feedback and share instructional best	25%	40%		

practices.

Teachers -- as individuals, in conjunction with fellow department members, and in conjunction with their grade-level teams -- will monitor students' attendance, behavior, and academic progress.

Teachers will engage in professional learning opportunities/professional development (e.g., Lead4ward, Seidlitz's 7 Steps and Talk Read Talk Write, campus assessment reviews and planning) as needed or required. The campus will provide substitute teachers to facilitate teachers' attendance at professional development sessions.

The campus will provide supplies needed for classroom instruction, including teaching supplies.

The campus will provide books for classroom libraries to give students ready access to literature so that they will be able to increase their vocabulary and improve their reading comprehension, fluency, accuracy, and speed.

The campus will provide electronic equipment, including graphing calculators, for use in classrooms.

The campus will provide teachers with laptop computers (and printer access) for use in classrooms to monitor student progress and to facilitate intervention/enrichment instructional support.

The campus will provide assessment instruments (e.g., district-created Curriculum-Based Assessments, MAP reading assessments, MAP reading fluency assessments, MAP math assessments, MAP science assessments) to measure student growth in tested content areas throughout the school year.

> **KPI/Metric/Measure:** We expect a 5% increase in Science scores. MAP testing will allow teachers to monitor student performance and to scaffold appropriately.
>
> **Staff Responsible for Monitoring:** Department chairpersons, teachers, instructional coach, IB MYP coordinator, administrators
>
> **Title I:**
> 2.4, 2.5, 2.6
> **Problem Statements:** Student Learning 1, 2, 3, 4
> **Funding Sources:** - 211 - ESEA Title I, Part A - Regular - $10,000, - 211 - ESEA Title I, Part A - Regular - $3,802, - 211 - ESEA Title I, Part A - Regular - $3,696, - 164 - State Compensatory Education (SCE) - $7,590, - 211 - ESEA Title I, Part A - Regular - $2,000, - 211 - ESEA Title I, Part A - Regular - $14,047

Strategy 2 Details					**Reviews**			
Strategy 2: Teachers will offer students before- and after-school tutoring to increase performance in all content areas and on all administered STAARs.					**Formative**			**Summative**
					Oct	**Jan**	**Apr**	**June**
KPI/Metric/Measure: We will see a 5% increase in scores for all teachers that tutor students. **Staff Responsible for Monitoring:** Department chair people, instructional coaches, assistant principals, associate principal, principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 3 **Funding Sources:** - 211 - ESEA Title I, Part A - Regular - $3,750					10%	45%		

Strategy 3 Details					**Reviews**			
Strategy 3: Teachers will utilize AVID WICOR strategies across disciplines and leverage AVID organization, time-management, and focused note-taking strategies to develop and support students' study habits.					**Formative**			**Summative**
					Oct	**Jan**	**Apr**	**June**
Students enrolled in AVID classes will receive access to non-campus-employee academic tutors. **Staff Responsible for Monitoring:** Department chair people, instructional coaches, teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** - 164 - State Compensatory Education (SCE) - $5,558					25%	40%		

Strategy 4 Details					**Reviews**			
Strategy 4: The campus librarian will purchase, maintain, and curate a collection of books, periodicals, and electronic resources (including electronic books and periodicals) in the school library and provide expertise in accessing available resources in order to enable and facilitate school-wide promotion of research and literacy.					**Formative**			**Summative**
					Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Tina Duffy, Campus Librarian Nancy Rodriguez, Campus Principal **Title I:** 2.5 **Problem Statements:** Student Learning 1					25%	40%		

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: On the 2022 STAAR, 64% of all students failed to attain Meets level results on the state reading assessment, 83% of all students failed to attain Meets level results on the state math assessment, 80% of all 8th-grade students failed to attain Meets level results on the state science assessment, and 61% of all 8th-grade students failed to attain Meets level results on the state social studies EOC. **Root Cause**: Teachers are frequently challenged to balance the instruction of new skills and spiraled skills, both of which are essential to improving the literacy levels and mathematical abilities of students who possess below-grade-level skills.

Problem Statement 2: On the 2022 STAAR, 84% of Special Education (SE) students failed to attain Meets level results on STAAR reading, 87% of SE students failed to attain Meets level results on STAAR math, 65% of Emergent Bilingual (EB) students failed to attain Meets level results on STAAR reading, and 87% of EB students failed to attain Meets level results on STAAR math. **Root Cause**: Inconsistent implementation of differentiation, inconsistent instructional focus on core instruction, and inconsistent formative assessment and intervention efforts have diminished instruction and intervention outcomes.

Problem Statement 3: Students' individual academic needs have not been sufficiently addressed due to inadequate and misaligned formative assessment practices and a resultant lack of targeted, need-specific interventions. **Root Cause**: Teachers must improve instructional planning, formative assessment practices, and data-driven intervention practices to meet students' academic needs.

Problem Statement 4: Teachers need training in backward-design lesson planning, IB unit planning, formative assessment creation, differentiation, 7-Steps strategies, PBIS, levels of questioning, effective co-teaching strategies, technology integration, and the facilitation of PLC meetings that successfully increase student achievement and encourage a positive school culture and climate. **Root Cause**: Teacher capacity and expertise are essential for high quality instruction based on data analysis of students' academic needs.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: The IB mission statement asserts that International Baccalaureate schools aim "to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB programmes encourage students across the world to become active, compassionate . . . lifelong learners who understand that other people, with their differences, can also be right." To help students develop into the responsible, well-rounded, globally-minded scholars the IB mission statement envisions, it is essential for the campus to offer and support a diverse array of courses supplemental to state-tested core content classes. Consequently, the campus provides courses in foreign languages, LOTC, tech apps, fine arts, performing arts, physical education, STEM, and robotics -- among others -- as integral parts of our IB World School educational program. These offerings support our campus's overall educational effectiveness through academic experiences, attendance, and instructional rigor (including high-school-level foreign language courses), and, as a result, help strengthen students' academic skills. Ultimately, these student-level skill improvements will translate into a campus accountability rating of a C or better.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver to all students Tier I instruction that results from and is affected by elements in the following non-inclusive list.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Teachers will write weekly lesson plans comprising Content Objectives, Lesson Activities, Time Allotments, Differentiation Strategies, Formative Assessments, and Exemplar Responses. Identified differentiation strategies address the needs of students classified as special education, Gifted/Talented (G/T), and Emergent Bilingual (EB) and include the use of integrated instructional technology, strategies described in 7 Steps to a Language-Rich Interactive Classroom, Sheltered Instruction Observation Protocol (SIOP) strategies, and Advancement Via Individual Determination (AVID) strategies. Teachers will utilize backwards design/Understanding by Design (UbD) principles during common lesson planning, create common assessments, and write common formative assessments/exit tickets with scoring rubrics and exemplar responses. Teachers will structure lessons in accordance with the Gradual Release of Responsibility (GRR) model. As instructors in an International Baccalaureate World School, teachers will encourage students' growth as well-rounded global citizens and independent thinkers and learners through the creation and implementation of unit plans designed in accordance with the curricular and pedagogical criteria of the IB Middle Years Programme. Teachers will utilize AVID WICOR strategies and leverage AVID organization, time-management, and focused note-taking strategies to develop and support students' study habits. Teachers will monitor students' attendance, behavior, and academic progress. Teachers will engage in professional learning opportunities/professional development as needed or required. The campus will provide supplies needed for classroom instruction, including teaching supplies, and science laboratory activities, including basic function calculators, lava lamps, hot plates, dissection kits, and modeling clay. The campus will provide electronic equipment, including flat-screen television monitors and graphing calculators, for use in classrooms. The campus will provide teachers with laptop computers (and printer access) for use in classrooms to monitor student progress and to facilitate intervention/enrichment instructional support. **Staff Responsible for Monitoring:** Department chairpersons, teachers, instructional coach, IB MYP coordinator, administrators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** - 164 - State Compensatory Education (SCE) - $5,600	25%	30%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: On the 2022 STAAR, 64% of all students failed to attain Meets level results on the state reading assessment, 83% of all students failed to attain Meets level results on the state math assessment, 80% of all 8th-grade students failed to attain Meets level results on the state science assessment, and 61% of all 8th-grade students failed to attain Meets level results on the state social studies EOC. **Root Cause**: Teachers are frequently challenged to balance the instruction of new skills and spiraled skills, both of which are essential to improving the literacy levels and mathematical abilities of students who possess below-grade-level skills.
Problem Statement 2: On the 2022 STAAR, 84% of Special Education (SE) students failed to attain Meets level results on STAAR reading, 87% of SE students failed to attain Meets level results on STAAR math, 65% of Emergent Bilingual (EB) students failed to attain Meets level results on STAAR reading, and 87% of EB students failed to attain Meets level results on STAAR math. **Root Cause**: Inconsistent implementation of differentiation, inconsistent instructional focus on core instruction, and inconsistent formative assessment and intervention efforts have diminished instruction and intervention outcomes.
Problem Statement 3: Students' individual academic needs have not been sufficiently addressed due to inadequate and misaligned formative assessment practices and a resultant lack of targeted, need-specific interventions. **Root Cause**: Teachers must improve instructional planning, formative assessment practices, and data-driven intervention practices to meet students' academic needs.
Problem Statement 4: Teachers need training in backward-design lesson planning, IB unit planning, formative assessment creation, differentiation, 7-Steps strategies, PBIS, levels of questioning, effective co-teaching strategies, technology integration, and the facilitation of PLC meetings that successfully increase student achievement and encourage a positive school culture and climate. **Root Cause**: Teacher capacity and expertise are essential for high quality instruction based on data analysis of students' academic needs.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 3: Provide 100% of students and teachers with access to instructional technology in order to deliver technology-facilitated instruction and promote school-wide development of 21st-century skills.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: The campus will provide teachers and students with technological hardware (large screen TVs to replace outdated boards, desktop computers, and software such as IXL Learning, STEMscopes, ExplorElearning Gizmos, Legends of Learning, Kesler Science, Nearpod , iStation and Mathimagine digital subscriptions) to facilitate learning and promote school-wide development of 21st-century skills.	**Oct**	**Jan**	**Apr**	**June**
The campus will provide STEM classes with the hardware needed to effectuate the instruction of STEM curricula.	25%	40%		
The campus will provide for relevant classes 3-D filament, batteries, device chargers, e-books, technology accessories, and technology applications.				
To support learning, the campus will provide students with one-to-one access to electronic devices (Chromebooks).				
Teachers will leverage students' access to electronic devices (laptops, desktop computers, desktop monitors, flat-screen monitors, ELMO document cameras, LCD projectors, printers, etc.) to maximize students' academic performance and engagement in all content areas.				
Teachers will engage in professional development sessions and job-embedded training in effective instructional uses of technology. **KPI/Metric/Measure:** There will be a 5% increase in Math, Science and ELA scores at the meets level. **Staff Responsible for Monitoring:** Nancy Rodriguez, Principal Assistant Principals **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 4 **Funding Sources:** - 211 - ESEA Title I, Part A - Regular - $8,500, - 164 - State Compensatory Education (SCE) - $2,000, - 282 - ESSER - $22,069				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:
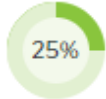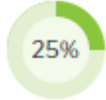
Student Learning

Problem Statement 1: On the 2022 STAAR, 64% of all students failed to attain Meets level results on the state reading assessment, 83% of all students failed to attain Meets level results on the state math assessment, 80% of all 8th-grade students failed to attain Meets level results on the state science assessment, and 61% of all 8th-grade students failed to attain Meets level results on the state social studies EOC. **Root Cause**: Teachers are frequently challenged to balance the instruction of new skills and spiraled skills, both of which are essential to improving the literacy levels and mathematical abilities of students who possess below-grade-level skills.

Problem Statement 4: Teachers need training in backward-design lesson planning, IB unit planning, formative assessment creation, differentiation, 7-Steps strategies, PBIS, levels of questioning, effective co-teaching strategies, technology integration, and the facilitation of PLC meetings that successfully increase student achievement and encourage a positive school culture and climate. **Root Cause**: Teacher capacity and expertise are essential for high quality instruction based on data analysis of students' academic needs.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 4: Build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all students. Students' social-emotional well-being is critical to their ability to function, learn, and perform at optimal academic levels. Consequently, in addition to providing a sense of security and belonging through the development and maintenance of strong teacher-student relationships, the campus strives to address students' physical, social, and emotional needs through the efforts of the school's Communities in Schools partner, the campus social worker, the PBIS team, the school nurse, and the campus counseling staff.

Strategy 1 Details	Reviews			
Strategy 1: The campus social worker will make home visits as needed to promote and assure student welfare.	**Formative**			**Summative**
Staff Responsible for Monitoring: Nancy Rodriguez, Principal Associate Principal and Assistant Principals District Supervisor of Social Workers **Problem Statements:** Demographics 1 **Funding Sources:** - 211 - ESEA Title I, Part A - Regular - $73,010	Oct	Jan	Apr	June
	25%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Campus counselors will work with students in individual and group counseling settings to promote and assure student welfare.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Counselors will establish and maintain a library of books concerning social-emotional topics to be utilized when counseling students and conducting teacher training. **KPI/Metric/Measure:** The desired outcome of counseling and the availability of the social-emotional library is an annual 5% reduction in students' social-emotional incidents that result in escalated responses/referrals to outside agencies. **Staff Responsible for Monitoring:** Campus counseling staff **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 - ESEA Title I, Part A - Regular - $500	25%	40%		

Strategy 3 Details	Reviews			
Strategy 3: The campus PBIS team will work to encourage positive student behaviors through various contests, events, signage, apparel, and other initiatives that reinforce and reward students' preparedness, respectfulness, involvement, dedication, and excellence in academic undertakings and interpersonal interactions.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Ms. Mary Araiza, Ms. Pamela Carrejo, and the members of the PBIS team; Ms. Nancy Rodriguez, principal **Problem Statements:** Demographics 1 **Funding Sources:** - 282 - ESSER - $10,000	15%	20%		

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Longfellow faces difficulties in achieving 90% or better daily attendance rate. **Root Cause**: Inconsistent involvement of key stakeholders and follow-through in the implementation of specific attendance strategies and incentives.
School Processes & Programs
Problem Statement 1: District wide, students and families are not consistently receiving needed social, emotional, and academic support from campus and district staff members. **Root Cause**: There is inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 5: Students stand to benefit when parents/guardians and community members actively participate in their children's schooling. The presence of parental/family support is essential to students' ability to perform at optimal academic levels. The FACE specialist, the principal's community outreach efforts (coffee meetings, parent meetings), and the maintenance and content of the school website and social media are strategies that support this objective.

Strategy 1 Details		Reviews			
Strategy 1: The FACE specialist will communicate with parents and families via fliers, mail, telephone, electronic, and digital communication methods. Parents and families will be invited to participate in school activities.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
The campus will provide the FACE specialist various office supplies needed to fulfill job tasks, including copy paper, toner, poster board, border trim, and miscellaneous office supplies, snacks and refreshments for parents and families. **Staff Responsible for Monitoring:** Nancy Rodriguez, Principal **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 - ESEA Title I, Part A - Regular - $2,000		25%	40%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: Increasing parents'/guardians' involvement in school, school decision making, and school events is a continuing challenge. **Root Cause**: There was a lack of parent/teacher organization, there were not enough meeting opportunities for parents to come to the campus, and there was a lack of timely communication to parents from the school to attend/participate in school events.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 6: (Fine Arts) Through improving the fine arts program capacity and effectiveness, there will be a 2% increase in fine arts participation, and a 5% increase in student success rate in evaluations and contests by the end of the year.

Evaluation Data Sources: UIL results, DEAL results, VASE results, and SAISD assessment results

Strategy 1 Details	Reviews			
Strategy 1: Re-establish and expand Ballet Folklorico and Mariachi programs in the district, allowing for greater student involvement in the arts and promoting student success.	**Formative**			**Summative**
	Oct	Jan	Apr	June
KPI/Metric/Measure: Quarterly checks on purchase and use of materials and growing programs identified. **Staff Responsible for Monitoring:** SAISD Fine Arts Department **Problem Statements:** Demographics 1 **Funding Sources:** - 282 - ESSER - $381,172	25%	40%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Longfellow faces difficulties in achieving 90% or better daily attendance rate. **Root Cause**: Inconsistent involvement of key stakeholders and follow-through in the implementation of specific attendance strategies and incentives.

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)
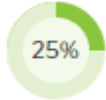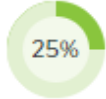
Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: Increase all students' "STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)" by a minimum of 5 percentage points from the 2022 result of 28% to a 2023 result of 33% as determined by all students' performance on the 2023 STAAR.

    Evaluation Data Sources: 2022-2023 MOY MAP, 2022-2023 STAAR Simulations, 2023 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Core teachers will utilize weekly Professional Learning Community meetings to review informal, formative, and summative assessment data to monitor student progress, plan, and adjust STAAR intervention instruction in response to students' demonstrated academic needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

KPI/Metric/Measure: STAAR performance in core subjects will increase in meets by 5%.
    Staff Responsible for Monitoring: Core Department Chairs, Instructional Coach, IB MYP Coordinator, Assistant Principal, Associate Principal, Principal
 	
    Title I:
2.4, 2.5, 2.6
Problem Statements: Student Learning 4
Funding Sources: Teaching Supplies - 164 - State Compensatory Education (SCE) - $6,000
	25%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Students will be offered before- and after-school tutoring to increase performance on all administered STAARs.	**Formative**			**Summative**
Staff Responsible for Monitoring: Department Chairs, Principal	**Oct**	**Jan**	**Apr**	**June**
Title I: 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 3	25%	45%		

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

Performance Objective 1 Problem Statements:

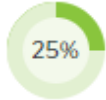| Student Learning |
|---|
| **Problem Statement 3**: Students' individual academic needs have not been sufficiently addressed due to inadequate and misaligned formative assessment practices and a resultant lack of targeted, need-specific interventions. **Root Cause**: Teachers must improve instructional planning, formative assessment practices, and data-driven intervention practices to meet students' academic needs. |

Student Learning
Problem Statement 4: Teachers need training in backward-design lesson planning, IB unit planning, formative assessment creation, differentiation, 7-Steps strategies, PBIS, levels of questioning, effective co-teaching strategies, technology integration, and the facilitation of PLC meetings that successfully increase student achievement and encourage a positive school culture and climate. **Root Cause**: Teacher capacity and expertise are essential for high quality instruction based on data analysis of students' academic needs.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 1: The campus social worker will work with students in an effort to remove social, emotional, and community barriers that impede student enrollment, attendance, and -- ultimately -- school success and academic achievement.

Evaluation Data Sources: Departmental data records

Strategy 1 Details	Reviews			
Strategy 1: The campus social worker will work in schools to provide appropriate social, community, and counseling services for students and their families. The social worker will support the emotional well-being of students, thus increasing students' learning readiness. The social worker will facilitate communication between the school, community, and families.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Staff Responsible for Monitoring Nancy Rodriguez, Principal Associate Principal and Assistant Principals District Supervisor of Social Workers **Problem Statements:** Demographics 1 - School Processes & Programs 1	25%	40%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Longfellow faces difficulties in achieving 90% or better daily attendance rate. **Root Cause**: Inconsistent involvement of key stakeholders and follow-through in the implementation of specific attendance strategies and incentives.
School Processes & Programs
Problem Statement 1: District wide, students and families are not consistently receiving needed social, emotional, and academic support from campus and district staff members. **Root Cause**: There is inconsistency in implementing practices and systems that support students' and families' social, emotional, and academic development.

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Performance Objective 1: Increase the number of high-school credit courses available to 8th-grade students.

    Evaluation Data Sources: Campus master schedule

Strategy 1 Details		Reviews			

Strategy 1: Students will have opportunities to take Spanish I, Spanish II, Algebra I, and high school tech apps depending on their level of preparedness.
    Staff Responsible for Monitoring: Counseling staff, campus administrators
 	
    Problem Statements: Student Learning 3
		Formative			**Summative**

		Oct	Jan	Apr	June
		25%	40%		
Strategy 2 Details		**Reviews**			

Strategy 2: All 8th-grade students will take high-school U.S. History for high school credit.
    Staff Responsible for Monitoring: Counseling staff, campus administrators
 	
    Problem Statements: Student Learning 1
		Formative			**Summative**

		Oct	Jan	Apr	June
		25%	40%		
Strategy 3 Details		**Reviews**			

Strategy 3: Students will have opportunities to participate in the Partners program, which enables students to pursue high school credits via online curricula.
    Staff Responsible for Monitoring: Counseling staff, campus administrators
 	
    Problem Statements: Student Learning 3
		Formative			**Summative**

		Oct	Jan	Apr	June
		25%	40%		
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: On the 2022 STAAR, 64% of all students failed to attain Meets level results on the state reading assessment, 83% of all students failed to attain Meets level results on the state math assessment, 80% of all 8th-grade students failed to attain Meets level results on the state science assessment, and 61% of all 8th-grade students failed to attain Meets level results on the state social studies EOC. **Root Cause**: Teachers are frequently challenged to balance the instruction of new skills and spiraled skills, both of which are essential to improving the literacy levels and mathematical abilities of students who possess below-grade-level skills.

Student Learning

Problem Statement 3: Students' individual academic needs have not been sufficiently addressed due to inadequate and misaligned formative assessment practices and a resultant lack of targeted, need-specific interventions. **Root Cause**: Teachers must improve instructional planning, formative assessment practices, and data-driven intervention practices to meet students' academic needs.

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

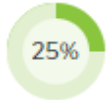**Goal 10:** TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY
2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: (Testing & Evaluation) By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.	**Formative**			**Summative**
	Oct	Jan	Apr	June
KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%. **Staff Responsible for Monitoring:** SAISD Testing and Evaluation Staff with assistance from campus counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 **Funding Sources:** - 164 - State Compensatory Education (SCE) - $7,590	25%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with permanent classroom coverage through the use of substitutes to provide for a seamless transition; the preservation of meaningful instruction, stability, and consistency; and less disruption to the students' learning.	**Formative**			**Summative**
	Oct	Jan	Apr	June
KPI/Metric/Measure: Quarterly campus-generated assessments **Staff Responsible for Monitoring:** Campus administration team **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	40%		

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: On the 2022 STAAR, 64% of all students failed to attain Meets level results on the state reading assessment, 83% of all students failed to attain Meets level results on the state math assessment, 80% of all 8th-grade students failed to attain Meets level results on the state science assessment, and 61% of all 8th-grade students failed to attain Meets level results on the state social studies EOC. **Root Cause**: Teachers are frequently challenged to balance the instruction of new skills and spiraled skills, both of which are essential to improving the literacy levels and mathematical abilities of students who possess below-grade-level skills.

Problem Statement 5: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause**: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY
2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.	**Formative**			**Summative**
	Oct	Jan	Apr	June
KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5% **Staff Responsible for Monitoring:** SAISD Testing and Evaluation Staff with assistance from campus counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 **Funding Sources:** MAP Assessment Platform - 164 - State Compensatory Education (SCE) - $2,385	25%	40%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause**: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.