



Targeted Improvement Plan

District Name: San Antonio ISD	County District Number: 015907	Superintendent Name: Pedro Martinez
Campus Name: Longfellow Middle School	Campus Number: 050	District Coordinator of School Improvement: Dr. Courtney Gober
PSP: Dr. Alberto Gonzales	Educational Service Center: Region 20	School Principal: Nancy Rodriguez

Vision: Longfellow Middle School strives to cultivate a collaborative learning environment with high expectations for all Spartans, resulting in independent life-long learners and successful global leaders.

Problem Statement #1: The all student group scored below the index target score of 60% (APPROACHES) in reading and writing. (57% in Reading; 39% in Writing)	Annual Goal #1: The all student group will increase scores at the MEETS level to reach 30% and 25% as measured by the 2018 to 2019 STAAR reading and writing exams, respectively. (Currently 26% in Rdg; 21% in Writing)
Root Cause #1: Unclear understandings of what the writing and reading program/curriculum is at LMS.	Strategy #1: Identify and implement a reading and writing program for grades 6-8.

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Reestablish PLC protocol for ELA PLC.	1-Nov-18	Dufour's PLC model (Solution Tree)	Principal, ELA Dept Chair, Instructional Coaches	Tier two students will be identified and given TEKS-targeted tutoring, resulting in 50% of Tier Two students demonstrating mastery in deficit areas.		Select	
	Require all teachers to write daily lesson plans that include exemplars, clear objectives, opening activities, time allotments, differentiated paths of instruction, and formative assessments.	1-Nov-18	Lesson Plan Template (e.g. Planbook.com)	100% of LMS teachers monitored by campus admin and instructional coaches	80% of students will demonstrate mastery on daily lesson formative assessments (e.g. Exit tickets)		Select	
	Students will be assessed using MAP in the Fall and Winter (Jan) to identify academic progress and deficits.	13-Aug-18	NWEA's MAP Testing	Campus Admin; SAISD Assessment Dept	100% of students will reach their RIT growth score as measured by MAP.			
	DEAR reading during electives classes increase exposure to literacy	1-Nov-18	Reading resources / classroom libraries in elective classes.	Campus admin; Librarian; Elective teachers	All students on campus will read for at least 30 minutes every week as measured by their weekly DEAR journals.		Select	
Intermediate: <i>(Implementation)</i>	Implement College Board's SpringBoard ELA Curriculum	13-Aug-18	College Board's Spring Board ELA curriculum	ELA Teachers, Admin, Dept Chair, Instructional Coaches	100% of students will reach their RIT growth score as measured by MAP.		Select	
	Implement Scholastic's "Traits Writing" writing curriculum in grades 6-8.	1-Nov-18	Scholastic's Traits Writing curriculum	Dr. Gober (Asst Supt); SAISD Curriculum Dept; ELA Teachers	100% of teachers will implement the Traits Writing curriculum as part of their daily lesson plans as measured by PlanBook.com teacher lesson plan reporting.			
	Use 7 Steps of Language Rich strategies to improve academic performance of students	13-Aug-18	Seidletz Book: 7 Steps to a Language-Rich Interactive Classroom	Administrators; Instructional Coaches; Bilingual ESL Coordinator	ELA teachers will implement Seidletz strategies into daily lessons and engage 100% of their students in 7 Steps strategies as measured by instructional walk-thru observations.		Select	
Long-Term: <i>(Results)</i>							Select	
							Select	
Vision Status				Vision Metrics				

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Problem Statement #2:		The all student group scored below the index target score (APPROACHES) of 60% in Math, Science, and Social Studies (Currently 58%, 44% and 40%, respectively).			Annual Goal #2:		The all student group will increase scores at the MEETS level to reach 26%, 30%, and 20% as measured by the 2018 to 2019 STAAR math, science, and social studies exams. (Currently 23%, 24% and 12%, respectively)	
Root Cause #2:		Lack of knowledge of individual student deficits and instructional practices that positively impact student outcomes in math.			Strategy #2:		The campus will implement the Professional Learning Community (PLC) model to identify student deficits through data tools and align data driven instructional practices.	
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Students will be assessed using MAP in the Fall and Winter (Jan) to identify academic progress and deficits.	13-Aug-18	NWEA's MAP Testing	Campus Admin; SAISD Assessment Dept	100% of students will reach their RIT growth score as measured by MAP.		Select	
	Require all teachers to write daily lesson plans that include exemplars, clear objectives, opening activities, time allotments, differentiated paths of instruction, and formative assessments.	1-Nov-18	Lesson Plan Template (e.g. Planbook.com)	100% of LMS teachers monitored by campus admin and instructional coaches	80% of students will demonstrate mastery on daily lesson formative assessments (e.g. Exit tickets)		Select	
	Reestablish PLC protocol for Math, Science, and Social Studies PLCs.	1-Nov-18	Dufour's PLC model (Solution Tree)	Principal, Dept Chairs, Instructional Coaches	Tier two students will be identified and given TEKS-targeted tutoring, resulting in 50% of Tier Two students demonstrating mastery in deficit areas.		Select	
Intermediate: (Implementation)	Implement the Claim, Evidence, and Reason (CER) strategy for science instruction.	13-Aug-18	CER Training and Anchor Chart	Science Teachers, Instructional Coaches, Master Teachers	100% of students will demonstrate proficient utilization of the CER strategy in their interactive notebooks.		Select	
	Implement higher-level reading and writing through the utilization of Document Based Questions (DBQs).	1-Nov-18	DBQ Documents/Essay prompts	Social Studies Teachers, Instructional Coaches, Master Teachers	100% of students will demonstrate proficient utilization of DBQ writing in their 9 week essays.			
	Implement blended learning model for Tier Two students using Dream Box Learning and Math Imagine.	1-Oct-18	Dreambox Learning Math Imagine	Math Teachers, VILS Coach, Admin	Tier two students will be identified and given TEKS-targeted tutoring, resulting in 50% of Tier Two students demonstrating mastery in deficit areas.		Select	
Long-Term: (Results)							Select	
							Select	
Vision Status					Vision Metrics			

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Problem Statement #3:				Annual Goal #3:				
Root Cause #3:				Strategy #3:				
Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>							Select	
							Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>							Select	
							Select	
							Select	
Long-Term: <i>(Results)</i>							Select	
							Select	
Vision Status				Vision Metrics				