

# Campus Improvement Plan

## 2024 - 2025



Updated: 8/9/2024



# Henry Wadsworth Longfellow Middle School

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**VISION**

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

**MISSION**

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

**CORE VALUES**

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

**CORE BELIEFS**

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

**SAISD 5 Year Board Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Board Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Campus Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_ in 2024, to \_\_\_ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process**

**The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to**

CNA Meeting Dates	Meeting Topics and Actions
<b>Meeting #1 May 2, 2024</b>	<ol style="list-style-type: none"> <li>1. Completed 2023-2024 CIP summative evaluation.</li> <li>2. Reviewed available campus assessment and attendance data.</li> <li>3. Reviewed 2023-2024 CIP priority problem statements and discussed progress.</li> <li>4. Established groups that tackled the formulation of 2024-2025 problem statements and root causes in the four multiple measures of data areas (demographics, student learning, processes and programs, and perceptions).</li> </ol>
<b>Meeting #2 May 16, 2024</b>	<ol style="list-style-type: none"> <li>1. Reviewed group thoughts on 2024-2025 problem statements and root causes in the four multiple measures of data areas (demographics, student learning, processes and programs, and perceptions).</li> <li>2. Pared down suggested problem statements and root causes to two for each of the four multiple measures of data areas.</li> <li>3. Discussed tentative wording of problem statements and root causes.</li> <li>4. Develop quarterly KPI goals</li> </ol>

**How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?**

Success in each area was evaluated and determinations were made regarding continued need.  
 Priority problem statements and root causes were evaluated and used as the basis for the creation of several of the problems statements and root cause statements included in the 2024-2025 CIP.  
 Problem statements and root causes deemed non-essential were discarded or revised to reflect the CAC's determinations.

**Comprehensive Needs Assessment Process**

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources**

**For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.**

**Comprehensive Needs Assessment Process**

Demographics							
At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data	X	GT Service Records		Classroom Observation Data		EOY Assessment Data	X
Special Education Service Records		PEIMS Standard Reports	X	CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			
Student Learning							
STAAR/EOC Results	X	Local Benchmark Results	X	State Interim Results	X	MAP Data	X
CIRCLE Data		CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment		Semester Exam	X
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			
Processes and Programs							
Observational Data		Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data	X	Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle		SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices	X	Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			
Perceptions							
Teacher/Staff Surveys	X	Parent/Student Surveys		Classroom Observations		Parental Involvement Data	X
Parent Volunteers	X	Calendar of Parent Engagement	X	Feedback to Teachers		Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			



**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

**Demographics (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	Longfellow's average campus student attendance rate for the 2023-2024 school year was 89.51%
	RC DE-1	As a campus, Longfellow has a lack of systems in place to track and support attendance of tier 2 and tier 3 students.
Student Discipline	PS DE-2	A total of 32 incidents involving vaping occurred.
	RC DE-2	As a campus, Longfellow has a lack of preventive measures such as consistent education and monitoring to reduce incidences of vaping.
Choose One	PS DE-3	
	PS DE-3	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	<p>Areas of Strength:</p> <ul style="list-style-type: none"> <li>- Campus Attendance and PBIS committees met monthly and referred to our tiered report.</li> <li>- Home visits were made following the meetings.</li> <li>- Attendance incentives were implemented early in the school year.</li> </ul> <p>Areas for Improvement:</p> <ul style="list-style-type: none"> <li>- Targeted incentives for tiered students.</li> <li>- The campus needs to offer incentives more consistently.</li> <li>- Consistent tracking of status of tiered students.</li> </ul>	



**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Grade Level Readiness	<b>PS SL-1</b>	On the 2024 STAAR, 73% of all students failed to attain Meets-level results on the reading assessment, 86% of all students failed to attain Meets level on Math, 76% of students failed to attain Meets on Science, and 77% of all students failed to attain Meets on Social Studies and the US History EOC.
	<b>RC SL-1</b>	Tier 1 instruction integrates a focus on approaches-level instruction instead of on grade level. There is a need for professional development regarding teaching to the rigor of content and process TEKS and using the IB framework to create lessons.
Grade Level Readiness	<b>PS SL-2</b>	On the 2024 STAAR, 50% of all students failed to meet their growth goal on the reading assessment, 53% of all students failed to meet their growth goal on the math assessment.
	<b>RC SL-2</b>	Instruction has been affected by a lack of professional development and collaborative time to integrate and internalize best practices (including scaffolding and differentiating) for Tier 2 and Tier 3 students.
Choose One	<b>PS SL-3</b>	
	<b>RC SL-3</b>	
Choose One	<b>PS SL-4</b>	
	<b>RC SL-4</b>	

**Strengths &  
Areas for  
Improvement  
Based on your  
Data Analysis**

Areas of Strength:

- Longfellow uses PLN time for planning and collaborating.
- 64% of Algebra I students scored at meets and masters levels on STAAR.
- 54% of US History students scored at the meets and masters levels on STAAR.

Areas for Improvement:

- As a campus, Longfellow needs to increase the number of students scoring on grade level.
- 14% of all students met grade level expectations on the math STAAR.
- 27% of all students met grade level expectations on the reading STAAR.
- 24% of all students met grade level expectations on the science STAAR.
- 23% of all students met grade level expectations on the social studies STAAR.

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

**Processes & Programs (Minimum 2 Areas)**

**Needs Assessment - Processes & Programs**

Area Examined	Problem Statements and Root Causes	
Teacher Leadership	PS PP-1	Teachers did not observe colleagues' lessons, pre-view each others' lesson plans, or engage in relective practices based on observations.
	RC PP-1	There is a lack of built-in time during PLNs for teachers to observe each other and reflect on best practices to improve campus and individual pedagogy.
Behavioral / SEAD Needs	PS PP-2	In the 2023-2024 school year, there were 27 fights on campus. These conflicts included 25 female participants and 6 repeat offenders.
	RC PP-2	There are inconsistent proactive measures to provide students with the skills to regulate their emotions when they experience negative feelings, inconsistent implementation of SEL lessons, and inconsistent access to SEL sessions with the counselor or social worker.
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	

**Strengths & Areas for Improvement Based on your Data Analysis**

<p>Areas of Strength:</p> <ul style="list-style-type: none"><li>- Veteran teachers present professional development to the staff, take on initiatives, and demonstrate willingness to accept leadership roles.</li><li>- Teachers work in collaborative teams within content and across content areas.</li><li>- Teachers understand their strengths and needs, and they are generally open to being coached or ask for help when they need it.</li><li>- After suspensions, students receive mediation when they are welcomed back to campus.</li><li>- Students feel comfortable preemptively reporting possible confrontations.</li><li>- Administrators react quickly on information to prevent fights.</li></ul> <p>Areas for Improvement:</p> <ul style="list-style-type: none"><li>- There was no time built into the schedule for teachers to observe one another conducting lessons.</li><li>- The campus mentor program did not provide consistent support.</li><li>- Teacher leaders did not have defined protocols to follow.</li><li>- The campus can improve its proactive measures for students who struggle with emotional regulation to reduce the number of fights.</li><li>- The campus has an inconsistent tracking system for recording infractions.</li></ul>
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**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

**Perceptions (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Parent Engagement Attendance	<b>PS PE-1</b>	As a campus, Longfellow has not consistently posted social media content and website updates that positively showcase the school.
	<b>RC PE-1</b>	No Longfellow staff members were assigned to oversee social media postings or make website updates to showcase Longfellow.
Engagement Opportunities	<b>PS PE-2</b>	During the 2023-2024 school year, Longfellow hosted three events related to resources and/or academic activities.
	<b>RC PE-2</b>	Additional events were not calendarized or prioritized at the start of the school year.
Choose One	<b>PS PE-3</b>	
	<b>RC PE-3</b>	
Choose One	<b>PS PE-4</b>	
	<b>RC PE-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>	Areas of Strength: - Platforms are available for showcasing Longfellow's positives. - Community organizations reach out to partner with Longfellow. - The campus implemented three academic nights, and teachers organized and oversaw the events. - All three academic nights were well organized and drew significant family participation. - Academic nights drew the greatest attendance. - The fine arts department partnered with event-sponsoring departments to put on performances.  Areas for Improvement: - Longfellow parents and community members often express negative perceptions of the campus. - The campus does not consistently promote the positive events it sponsors. - The campus needs to sponsor more family engagement events. - The campus plans to hold 1 extra academic night and 2 resource/parent events during to 2024-2025 school year.	

Plan for Improvement – Demographics

**2.1 - Campus Improvement Plan (CIP)**  
 The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By the end of the year, Longfellow Middle School will increase its student daily attendance rate from 89.51% to 92% or better.	Longfellow Middle School will implement a consistent attendance incentive system for the campus and Tier 2 and 3 students using a structured tracker.	Attendance Committee, Data Clerk, Attendance Clerk	164-\$2000 211-\$2000
	PS #	Quarterly KPIs	By the end of the first quarter, Longfellow Middle School will maintain 92% attendance rate or better.		
	PS DE-1		By the end of the second quarter, Longfellow Middle School will maintain 92% attendance rate or better.		
			By the end of the third quarter, Longfellow Middle School will maintain 92% attendance rate or better.		
			By the end of the fourth quarter, Longfellow Middle School will maintain 92% attendance rate or better.		
DE-2	4	By the end of the year, Longfellow Middle School will reduce the number of vaping incidents by 20% (32 incidents to 25 incidents).	Longfellow Middle School will implement vaping related lessons campus wide, install vaping sensors in areas of high vaping use, and integrate restorative practices for students returning from suspension/DAEP.	Administrators, teachers, counselors/social worker, CIS	164-\$2000 211-\$2000
	PS #	Quarterly KPIs	By the end of the first quarter, Longfellow Middle School will have less than 6 vaping incidents or less.		
	PS DE-2		By the end of the second quarter, Longfellow Middle School will have less than 12 vaping incidents or less.		
			By the end of the third quarter, Longfellow Middle School will have less than 18 vaping incidents or less.		
			By the end of the fourth quarter, Longfellow Middle School will have less than 25 vaping incidents or less.		
DE-3	4	By the end of the year, Longfellow Middle School will increase its student daily attendance rate from 89.51% to 92% or better.	100% of teachers will commit to supporting/sponsoring/co-sponsoring/coaching an extra-curricular club, organization, or athletic team, providing students with opportunities to experience social/emotional fulfillment and additional incentive to attend school. 100% of students will participate in Physical Education classes as required by the State of Texas, and 100% of 7th- and 8th-grade students will be afforded opportunities to join and participate as members of campus athletic teams.	Campus Advisory Council, Administrators, and Athletics Coaches	None
	PS #	Quarterly KPIs	By the end of the first quarter, Longfellow Middle School will maintain 92% attendance rate or better.		
	PS DE-1		By the end of the second quarter, Longfellow Middle School will maintain 92% attendance rate or better.		
			By the end of the third quarter, Longfellow Middle School will maintain 92% attendance rate or better.		
			By the end of the fourth quarter, Longfellow Middle School will maintain 92% attendance rate or better.		
DE-4					
	PS #	Quarterly KPIs			

**2.1 - Campus Improvement Plan (CIP)**

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	3	By the end of the year, On the 2025 STAAR, 36% of all students will attain Meets-level results on the reading assessment, 26% of all students will attain Meets-level results on the math assessment, 32% of all 8th-grade students will attain Meets-level results on the science assessment, and 32% of all 8th-grade students will attain Meets-level results on the US History EOC.	Longfellow Middle School will focus on tier 1 instruction by implementing - checking for understanding strategies such as Aggressive Monitoring, Total Participation Techniques, Talk Read Talk Write, QSSA, and Kagan Strategies, which ensure student thinking is visible - release of learning that integrates student collaboration and communication - lesson planning with a focus on process and content TEKS alignment and rigor using the IB framework	Principal, Assistant Principals, Instructional Coaches Teachers	164-10,000 211-10,000
	<b>PS #</b>	<b>Quarterly KPIs</b>	By the end of the first quarter, at least 21% of all students will attain Meets-level results on reading CBAs, 11% of all students will attain Meets-level results on math CBAs, 17% of all 8th-grade students will attain Meets-level results on science CBAs, and 17% of all 8th-grade students will attain Meets-level results on US History CBAs.		
	<b>PS SL-1</b>		By the end of the second quarter, at least 26% of all students will attain Meets-level results on reading CBAs, 16% of all students will attain Meets-level results on math CBAs, 22% of all 8th-grade students will attain Meets-level results on science CBAs, and 22% of all 8th-grade students will attain Meets-level results on US History CBAs.		
			By the end of the third quarter, at least 31% of all students will attain Meets-level results on reading STAAR Interims, 21% of all students will attain Meets-level results on math STAAR Interims, 27% of all 8th-grade students will attain Meets-level results on science CBAs/STAAR Interims, and 27% of all 8th-grade students will attain Meets-level results on US History CBAs/STAAR Interims.		
		By the end of the fourth quarter, at least 36% of all students will attain Meets-level results on STAAR reading, 26% of all students will attain Meets-level results on STAAR math, 32% of all 8th-grade students will attain Meets-level results on STAAR science, and 32% of all 8th-grade students will attain Meets-level results on STAAR US History.			
SL-2	3	By the end of the year, On the 2025 STAAR, 63% of all students in reading will meet their goal, 60% of all students in math will meet their goal.	Longfellow will institute consistent data-tracking by teacher, student, and class to ensure students make expected progress throughout the school year through scaffolding and differentiating based on student needs while adhering to SAISD pacing calendars. Teacher trackers will include subpopulation data such as EB, SPED, Hispanic, and Black students.	Principal, Assistant Principals, Instructional Coaches, Teachers	164-10,000 211-10,000
	<b>PS #</b>	<b>Quarterly KPIs</b>	By the end of the first quarter, at least 21% of all students will attain Meets-level results on reading CBAs, 11% of all students will attain Meets-level results on math CBAs, 17% of all 8th-grade students will attain Meets-level results on science CBAs, and 17% of all 8th-grade students will attain Meets-level results on US History CBAs.		
	<b>PS SL-2</b>		By the end of the second quarter, at least 26% of all students will attain Meets-level results on reading CBAs, 16% of all students will attain Meets-level results on math CBAs, 22% of all 8th-grade students will attain Meets-level results on science CBAs, and 22% of all 8th-grade students will attain Meets-level results on US History CBAs.		
			By the end of the third quarter, at least 31% of all students will attain Meets-level results on reading STAAR Interims, 21% of all students will attain Meets-level results on math STAAR Interims, 27% of all 8th-grade students will attain Meets-level results on science CBAs/STAAR Interims, and 27% of all 8th-grade students will attain Meets-level results on US History CBAs/STAAR Interims.		
		By the end of the fourth quarter, at least 36% of all students will attain Meets-level results on STAAR reading, 26% of all students will attain Meets-level results on STAAR math, 32% of all 8th-grade students will attain Meets-level results on STAAR science, and 32% of all 8th-grade students will attain Meets-level results on STAAR US History.			



Pla	SL-3		Quarterly KPIs				
		PS #					
	SL-4		Quarterly KPIs				
		PS #					

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Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes &amp; Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2	By the end of the year, teachers will observe instructional practices of colleagues at least 4 times.	The PLN calendar will include one instructional round every quarter that will include a protocol for identifying trends and reflection to determine personal implementation of observed pedagogical practices.	Principal, Assistant Principals, Instructional Coaches, Content Team Leads	164-10,000 211-10,000
	PS # PS PP-1	Quarterly KPIs	By the end of the first quarter, 100% of core content teachers will have participated in one instructional round and reflection session.		
			By the end of the second quarter, 100% of core content teachers will have participated in two instructional rounds and reflection sessions.		
			By the end of the third quarter, 100% of core content teachers will have participated in three instructional rounds and reflection sessions.		
			By the end of the fourth quarter, 100% of core content teachers will have participated in four instructional rounds and reflection sessions.		
PP-2	4	By the end of the school year, Longfellow Middle School will decrease the number of on-campus student fights from 27 to 20.	Longfellow Middle School will implement proactive measures such as behavior interventions, small-group emotional regulation sessions with a focus on girls, and SEL lessons.	Counselor, Social Worker, CIS Worker, Administrators	164-10,000 211-10,000
	PS # PS PP-2	Quarterly KPIs	By the end of the first quarter, due to proactive measures, Longfellow Middle School will have no more than 3 fights.		
			By the end of the first quarter, due to proactive measures, Longfellow Middle School will have no more than 10 fights.		
			By the end of the first quarter, due to proactive measures, Longfellow Middle School will have no more than 15 fights.		
			By the end of the first quarter, due to proactive measures, Longfellow Middle School will have no more than 20 fights.		
PP-3	PS #	Quarterly KPIs			
PP-4	PS #	Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1, 2	By the end of the school year, Longfellow Middle School will have made at least 75 social media posts and 4 website updates.	Longfellow Middle School staff will make 2-3 social media posts weekly and one website update quarterly to showcase positive interactions for our community.	Principal, Assistant Principals, FACE Specialist	164-2,000 211-2,000
		<b>Quarterly KPIs</b>	By the end of the first quarter, Longfellow Middle School personnel will have made at least 19 positive social media posts and 1 school website update.		
	PS #		By the end of the second quarter, Longfellow Middle School personnel will have made at least 38 positive social media posts and 2 school website updates.		
	RC PE-1		By the end of the third quarter, Longfellow Middle School personnel will have made at least 56 positive social media posts and 3 school website updates. By the end of the fourth quarter, Longfellow Middle School personnel will have made at least 75 positive social media posts and 4 school website updates.		
PE-2	1, 2	By the end of the year, Longfellow Middle School will host 6 events that feature resources and/or academic activities.	Longfellow Middle School will host a Literacy Night, STEAM Night, IB Night, Cultural Festival, and two other campus events that provide opportunities for community engagement.	Principal, Assistant Principals, FACE Specialist, Department Chairs	164-2,000 211-2,000
		<b>Quarterly KPIs</b>	By the end of the first quarter, Longfellow Middle School will have hosted at least 1 event that features resources and/or academic activities.		
	PS #		By the end of the second quarter, Longfellow Middle School will have hosted at least 3 events that feature resources and/or academic activities.		
	RC PE-2		By the end of the third quarter, Longfellow Middle School will have hosted at least 5 events that feature resources and/or academic activities. By the end of the fourth quarter, Longfellow Middle School will have hosted at least 6 events that feature resources and/or academic activities.		
PE-3					
		<b>Quarterly KPIs</b>	By the end of the first quarter,		
	PS #		By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
		<b>Quarterly KPIs</b>	By the end of the first quarter,		
	PS #		By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

**2.2 – First Quarterly Review Meeting**  
 The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, Longfellow Middle School will maintain 92% attendance rate or better.	Choose One	
DE-2	By the end of the first quarter, Longfellow Middle School will have less than 6 vaping incidents or less.	Choose One	
DE-3	By the end of the first quarter, Longfellow Middle School will maintain 92% attendance rate or better.	Choose One	
DE-4		Choose One	
STUDENT LEARNING			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, at least 21% of all students will attain Meets-level results on reading CBAs, 11% of all students will attain Meets-level results on math CBAs, 17% of all 8th-grade students will attain Meets-level results on science CBAs, and 17% of all 8th-grade students will attain Meets-level results on US History CBAs.	Choose One	
SL-2	By the end of the first quarter, at least 21% of all students will attain Meets-level results on reading CBAs, 11% of all students will attain Meets-level results on math CBAs, 17% of all 8th-grade students will attain Meets-level results on science CBAs, and 17% of all 8th-grade students will attain Meets-level results on US History CBAs.	Choose One	
SL-3		Choose One	
SL-4		Choose One	
PROCESSES & PROGRAMS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of core content teachers will have participated in one instructional round and reflection session.	Choose One	
PP-2	By the end of the first quarter, due to proactive measures, Longfellow Middle School will have no more than 3 fights.	Choose One	
PP-3		Choose One	
PP-4		Choose One	
PERCEPTIONS			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, Longfellow Middle School personnel will have made at least 19 positive social media posts and 1 school website update.	Choose One	
PE-2	By the end of the first quarter, Longfellow Middle School will have hosted at least 1 event that features resources and/or academic activities.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

**2.2 – Second Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

**DEMOGRAPHICS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, Longfellow Middle School will maintain 92% attendance rate or better.	Choose One	
DE-2	By the end of the second quarter, Longfellow Middle School will have less than 12 vaping incidents or less.	Choose One	
DE-3	By the end of the second quarter, Longfellow Middle School will maintain 92% attendance rate or better.	Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, at least 26% of all students will attain Meets level results on reading CRAe. 16% of all students will attain Meets level.	Choose One	
SL-2	By the end of the second quarter, at least 26% of all students will attain Meets level results on reading CRAe. 16% of all students will attain Meets level.	Choose One	
SL-3		Choose One	
SL-4		Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 100% of core content teachers will have participated in two instructional rounds and reflection sessions.	Choose One	
PP-2	By the end of the first quarter, due to proactive measures, Longfellow Middle School will have no more than 10 fights.	Choose One	
PP-3		Choose One	
PP-4		Choose One	

**PERCEPTIONS**

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, Longfellow Middle School personnel will have made at least 28 positive social media posts and 2 school website updates.	Choose One	
PE-2	By the end of the second quarter, Longfellow Middle School will have hosted at least 2 events that feature resources and/or academic activities.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

**2.2 – Third Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, Longfellow Middle School will maintain 92% attendance rate or better.	Choose One	
DE-2	By the end of the third quarter, Longfellow Middle School will have less than 18 vaping incidents or less.	Choose One	
DE-3	By the end of the third quarter, Longfellow Middle School will maintain 92% attendance rate or better.	Choose One	
DE-4		Choose One	
STUDENT LEARNING			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, at least 31% of all students will attain Meets-level results on reading STAAR Interims. 21% of all students will attain Meets-level results on reading STAAR Interims. 21% of all students will attain Meets-level results on reading STAAR Interims.	Choose One	
SL-2	By the end of the third quarter, at least 31% of all students will attain Meets-level results on reading STAAR Interims. 21% of all students will attain Meets-level results on reading STAAR Interims.	Choose One	
SL-3		Choose One	
SL-4		Choose One	
PROCESSES & PROGRAMS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 100% of core content teachers will have participated in three instructional rounds and reflection sessions.	Choose One	
PP-2	By the end of the first quarter, due to proactive measures, Longfellow Middle School will have no more than 15 fights.	Choose One	
PP-3		Choose One	
PP-4		Choose One	
PERCEPTIONS			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, Longfellow Middle School personnel will have made at least 56 positive social media posts and 2 school website updates.	Choose One	
PE-2	By the end of the third quarter, Longfellow Middle School will have hosted at least 5 events that feature resources and/or academic activities.	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

**2.2 – Fourth Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, Longfellow Middle School will maintain 92% attendance rate or better.	Choose One	
DE-2	By the end of the fourth quarter, Longfellow Middle School will have less than 25 vaping incidents or less.	Choose One	
DE-3	By the end of the fourth quarter, Longfellow Middle School will maintain 92% attendance rate or better.	Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, at least 36% of all students will attain Meets level results on STAAR reading. 26% of all students will attain Meets level.	Choose One	
SL-2	By the end of the fourth quarter, at least 36% of all students will attain Meets level results on STAAR reading. 26% of all students will attain Meets level.	Choose One	
SL-3		Choose One	
SL-4		Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of core content teachers will have participated in four instructional rounds and reflection sessions.	Choose One	
PP-2	By the end of the first quarter, due to proactive measures, Longfellow Middle School will have no more than 20 fights.	Choose One	
PP-3		Choose One	
PP-4		Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, Longfellow Middle School personnel will have made at least 75 positive social media posts and 4 school website updates.	Choose One	
PE-2	By the end of the fourth quarter, Longfellow Middle School will have hosted at least 6 events that feature resources and/or academic activities.	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	



**3.1 - Annual Summative Assessment**  
The CAC will use artifacts and data to evaluate all Performance Objectives.

**DEMOGRAPHICS**

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, Longfellow Middle School will increase its student daily attendance rate from 80.51% to 92% or better.	Choose One	
DE-2	By the end of the year, Longfellow Middle School will increase its student daily attendance rate from 80.51% to 92% or better.	Choose One	
DE-3	#REF!	Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, On the 2025 STAAR, 36% of all students will attain Meets level results on the reading assessment. 26% of all students will attain	Choose One	
SL-2	By the end of the year, On the 2025 STAAR, 63% of all students in reading will meet their goal. 60% of all students in math will meet their goal.	Choose One	
SL-3		Choose One	
SL-4		Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, teachers will observe instructional practices of colleagues at least 4 times.	Choose One	
PP-2	By the end of the school year, Longfellow Middle School will decrease the number of on-campus student fights from 27 to 20.	Choose One	
PP-3		Choose One	
PP-4		Choose One	

**PERCEPTIONS**

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the school year, Longfellow Middle School will have made at least 75 social media posts and 4 website updates.	Choose One	
PE-2	By the end of the year, Longfellow Middle School will host 6 events that feature resources and/or academic activities.	Choose One	
PE-3		Choose One	
PE-4	By the end of the year,	Choose One	

**Committee Members**

Listed below are the members who were part of developing the Campus Improvement Plan

**Committee Members**

Name	Role	Name	Role
Jennifer Zavala	Principal	Eliza Vela	Teacher
Rebecca Gonzales	Assistant Principal	Abby Ramos	Teacher
Norma Gonzales	Assistant Principal	Pyper Dunavin	Teacher
Jaqueline Carter	IB Coordinator	Lydia Gonzalez	Teacher
Fred Schwab	Instructional Coach	Veronica Goldbach	Teacher
	Paraprofessional		
	Paraprofessional		
	Parent		
	Parent		
	Student		
	Student		
	Community Member		
	Community Member		
	Business Representative		
	FACE Specialist		

## Assurances and Approval Information

### Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

### Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Longfellow Middle School	15907- 050
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Rose Engelbrecht
Principal	SAISD Board Approval Date
Dr. Jennifer Zavala	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
8/9/2024	

**Data Tables**

## District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page’s strategies and performance objectives.

District Purchases

**Title I Campus Program Requirements**

**Title I Campus Program Requirements**

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	The CIP is available in the main office at Longfellow Middle School.		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English and Spanish		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input checked="" type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input checked="" type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input checked="" type="checkbox"/>	Physical Activity	URL to Online Version			
<input checked="" type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input checked="" type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input checked="" type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input checked="" type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input checked="" type="checkbox"/>	Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	X
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		X
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	X
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	X
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		X
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states "[Campus Name] Parent and Family Engagement Policy" with current school year, the revision date (MM/DD/YYYY), has the principal's initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		



		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		