

Campus Improvement Plan

2023-2024



Henry Wadsworth Longfellow Middle School

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Board of Trustees



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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

1. **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.
2. **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.
3. **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.
4. **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 2023-2024 Board Goals

1. **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 2023, to ____ in August 2024.
2. **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 2023, to ____ in August 2024.
3. **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 2023, to ____ in August 2024.
4. **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 2023-2024 Campus Goals

1. **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 scores in August 2023, to scores + 5% in August 2024.
2. **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 scores in August 2023, to scores + 5% in August 2024.
3. **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 NA in August 2023, to NA in August 2024.
4. **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 the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 May 18, 2023	<ul style="list-style-type: none">Reviewed 2022-2023 CIP summative evaluation.Reviewed available campus assessment and attendance data.Reviewed 2022-2023 CIP priority problem statements and discussed progress.Established groups that tackled the formulation of 2023-2024 problem statements and root causes in the four multiple measures of data areas (demographics, student learning, processes and programs, and perceptions).
Meeting #2 May 30, 2023	<ul style="list-style-type: none">Reviewed group thoughts on 2023-2024 problem statements and root causes in the four multiple measures of data areas (demographics, student learning, processes and programs, and perceptions).Pared down suggested problem statements and root causes to two for each of the four multiple measures of data areas.Discussed tentative wording of problem statements and root causes.

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 2023-2024 CIP.
- Problem statements and root causes deemed non-essential were discarded or revised to reflect the CAC's determinations.

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	Data Sources	Problem Statements and Root Causes	
Student Attendance Data	<ul style="list-style-type: none">ADA Attendance Data	PS DE-1	Since the 2019-2020 school year, Longfellow has failed to achieve 92% or better daily attendance.
		RC DE-1	Attendance has declined in recent years due to Inconsistent accountability resulting from COVID-19, the elimination of the previous degree of attendance support from the court system, and inconsistent approach to rewards and consequences (ESF essential action 3.2b).
School Enrollment	<ul style="list-style-type: none">Enrollment recordsProjected enrollment for 2023-20242018-2019 Longfellow CIP	PS DE-2	Enrollment at Longfellow has steadily declined over the past five years from 910 students in the 2018-2019 school year to a projected 634 students in the 2023-2024 school year.
		RC DE-2	Declining enrollment was exacerbated by the COVID-19 pandemic, but it persists due to the draw of other campuses in our choice district, the growing impact of enrollment in non-district charter schools, declining enrollment in all of Longfellow's feeder elementary schools, and the need for additional campus efforts to encourage enrollment through a publicized (via all stakeholders) emphasis on Longfellow's welcoming, safe, inclusive, favorable climate and culture for learning (ESF essential actions 3.2a and 3.4a).
		PS DE-3	
		RC DE-3	
Data Determinations	CAC determinations made based on the data are evident in the demographics problem statements.		

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	Data Sources	Problem Statements and Root Causes	
Grade-Level Readiness trends	<ul style="list-style-type: none"> 2022 Longfellow STAAR results 	PS SL-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 result on the state math assessment, 79% of all 8th-grade students failed to attain Meets-level results on the state science assessment, and 63% of all 8th-grade students failed to attain Meets-level results on the state US History EOC.
		RC SL-1	To meet the challenge of balancing the instruction of new skills and spiraled skills, teachers must place greater focus in PLC meetings on identifying students with learning gaps and creating interventions – including Tier 2 and Tier 3 interventions – to address their learning gaps (ESF essential action 5.4a), and to incorporate or improve instructional practices that help students develop analytical thinking and the ability to transfer knowledge and skills, teachers need additional training in enrichment planning for students (ESF essential action 5.4d) and greater instructional focus on effective instructional strategies and adjustments to instructional delivery (ESF essential action 5.3c).
Grade-Level Readiness Trends	<ul style="list-style-type: none"> 2022 Longfellow STAAR results 	PS SL-2	On the 2022 STAAR, 84% of Special Education (SE) students failed to attain Meets-level results on the state reading assessment, 87% of SE students failed to attain Meets-level result on the state math assessment, 65% of Emergent Bilingual (EB) students failed to attain Meets-level results on the state reading assessment, and 84% of EB students failed to attain Meets-level result on the state math assessment.
		RC SL-2	To meet the challenge of balancing the instruction of new skills and spiraled skills, teachers must place greater focus in PLC meetings on identifying students with learning gaps and creating interventions – including Tier 2 and Tier 3 interventions – to address their learning gaps (ESF essential action 5.4a), and to incorporate or improve instructional practices that help students develop analytical thinking and the ability to transfer knowledge and skills, teachers need additional training in enrichment planning for students (ESF essential action 5.4d) and greater instructional focus on effective instructional strategies and adjustments to instructional delivery (ESF essential action 5.3c).
Data Determinations	CAC determinations made based on the data are evident in the student learning problem statements.		

<div> <div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div> </div>			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Grade-Level Readiness Trends by STAAR Domain and TELPAS	<ul style="list-style-type: none"> 2022-2023 professional development and PLN calendars Teacher feedback 	PS SL-3	Teachers require consistent, ongoing training in instructional best practices in order to integrate their learning into pedagogical approaches that improve student outcomes.
		RC SL-3	Although administrators and teachers all acknowledge that teachers must remain current in their acquisition of professional knowledge and skills in order to ensure optimal student learning, school leaders must do more to provide coherent, ongoing job-embedded professional development supporting research based teaching practices that promote critical thinking skills and the employment of differentiated and scaffolded supports to address students' academic needs (ESF essential action 5.1b).
		PS SL-4	
		RC SL-4	
		PS SL-5	
		RC SL-5	
Data Determinations	CAC determinations made based on the data are evident in the student learning problem statements.		

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	Data Sources	Problem Statements and Root Causes	
Parent/Family Engagement	<ul style="list-style-type: none"> 2022-2023 PTA membership records 2022-2023 calendar of Longfellow parent/guardian events and activities. 	PS PE-1	Increasing parents'/guardians' involvement in school decision-making and school events is a continuing challenge.
		RC PE-1	To ensure an organized, targeted approach to increasing and maintaining membership and participation in the Longfellow PTA (in order to improve parental support and participation in all school programs), administrative staff, PTA leaders, and teacher leaders must make greater efforts to schedule on- and off-campus community meetings conducted in English and Spanish at varying times throughout the school year (ESF essential action 3.4a).
Student Discipline and Social-Emotional Wellness	<ul style="list-style-type: none"> 2022-2023 campus failure reports 2022-2023 administrative discipline referrals 2022-2023 MAP and interim assessment data 	PS PE-2	Students require increased social, emotional, and academic support to meet campus behavioral expectations and succeed academically in school.
		RC PE-2	To address students' mental health issues that continue to affect students' behavior and academic progress after the exacerbating crisis of the COVID-19 pandemic, campus staff need training in approved methodologies and processes that promote students' mental health and wellness skills so that staff members can implement the program consistently throughout the school year (ESF essential action 3.3a).
		PS PE-3	
		RC PE-3	
Data Determinations	CAC determinations made based on the data are evident in the perceptions problem statements.		

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 and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
PLCs and PLNs and Professional Growth	<ul style="list-style-type: none"> 2022-2023 PLN calendar Teacher attendance 	PS PP-1	Professional Learning Community (PLC) and Professional Learning Network (PLN) meetings must be conducted consistently to assure vertical alignment, diagnose and remediate students' academic needs, determine the success of instruction, make corrective instructional adjustments, and assess the effectiveness of the implementation of professional learning.
		RC PP-1	Teachers and administrators often fail to prioritize PLC and PLN meetings, which results in inconsistent focus on teachers' ongoing job-embedded professional development (ESF essential action 5.1c) and on teachers' abilities to identify students' learning gaps, create interventions to address students' learning gaps, and assess the effectiveness of interventions in order to make necessary adjustments (ESF essential action 5.4a).
Feedback	<ul style="list-style-type: none"> Classroom walkthrough feedback records 	PS PP-2	Teachers receive administrative feedback from classroom walkthrough observations, but there is inconsistent follow-up to verify the implementation of the feedback.
		RC PP-2	Campus administrative team allocation reductions have increased the number of teachers each administrative team member must monitor in concomitantly-decreased available time, so increased attention to the weekly scheduling of time for classroom observations, feedback, and follow-up is needed (ESF essential action 1.1a).
		PS PP-3	
		RC PP-3	
Data Determinations	CAC determinations made based on the data are evident in the processes and programs problem statements.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	Performance Objective: Over the course of the 2023-2024 school year, Longfellow Middle School will increase its student daily attendance rate to 92% or better. Demographics - 1	Longfellow Middle School will implement an attendance reward system featuring monthly rewards to incentivize and encourage good student attendance.	Attendance Clerk, Program Coordinator, Principal, Assistant Principals	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, Longfellow Middle School will establish and maintain an attendance incentive program sufficient to effectuate at least a 94% student daily attendance rate. KPI 2 - By the end of the second grading period, Longfellow Middle School will maintain an attendance incentive program sufficient to effectuate at least a 93% student daily attendance rate. KPI 3 - By the end of the third grading period, Longfellow Middle School will maintain an attendance incentive program sufficient to effectuate at least a 90% student daily attendance rate. KPI 4 - By the end of the fourth grading period, Longfellow Middle School will maintain an attendance incentive program sufficient to effectuate at least a 91% student daily attendance rate.		
DE-2	1	Performance Objective: Over the course of the 2023-2024 school year, Longfellow Middle School will increase its student enrollment from a projected 634 students to 650 students. Demographics - 2	Longfellow Middle School will initiate a social media advertising campaign to highlight school programs and achievements and entice families to enroll their students.	Program Coordinator, Principal, Assistant Principals, IB MYP Coordinator	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, Longfellow Middle School will enroll and maintain the enrollment of at least 634 students. KPI 2 - By the end of the second grading period, Longfellow Middle School will enroll and maintain the enrollment of at least 640 students. KPI 3 - By the end of the third grading period, Longfellow Middle School will enroll and maintain the enrollment of at least 645 students. KPI 4 - By the end of the fourth grading period, Longfellow Middle School will enroll and maintain the enrollment of at least 650 students.		
		Quarterly KPIs			
		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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	Performance Objective: On the 2024 STAAR, 41% of all students will attain Meets-level results on the reading assessment, 22% of all students will attain Meets-level results on the math assessment, 26% of all 8th-grade students will attain Meets-level results on the science assessment, and 42% of all 8th-grade students will attain Meets-level results on the US History EOC. Student Learning - 1	Teachers will deliver to all students Tier 1 instruction that results from and is affected by elements in the following non-inclusive list: <ul style="list-style-type: none"> • The campus will provide necessary additional staff: one English teacher, one Technology Applications teacher, and one campus IB MYP Coordinator. • The campus will provide teachers with professional learning opportunities/professional development (e.g., Lead4ward, Seidlitz's 7 Steps and Talk Read Talk Write, campus assessment reviews and planning, instructional uses of technology) as necessary.. • Upon district approval, the campus will provide substitute teachers to permit teachers to attend necessary professional development during the school day. • The campus will provide supplies needed for classroom instruction, including teaching supplies; supplies for science laboratory activities, including basic-function calculators, lava lamps, hot plates, dissection kits, and modeling clay; and supplies for technology instruction, including 3-D filament, batteries, device chargers, e-books, and applications. • The campus will provide books for classroom libraries to give students ready access to literature so they can increase their vocabularies and improve their reading comprehension, fluency, accuracy, and speed. • The campus will provide electronic equipment, including graphing calculators, flat-screen television monitors, ELMO document cameras, LCD projectors, and laptop computers, for use in classrooms. • The campus will provide teachers with laptop computers (and printer access) for use in classrooms to conduct lessons, monitor student progress, and facilitate intervention/enrichment instructional support. • The campus will provide assessment instruments (e.g., district-created CBAs; MAP reading, reading fluency, math, and science assessments) to measure student growth in tested content areas throughout the school year. 	Principal, Assistant Principals, IB MYP Coordinator, Program Coordinator, Core Department Chairs	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, at least 38% of all students will attain Meets-level results on reading CBAs, 19% of all students will attain Meets-level results on math CBAs, 23% of all 8th-grade students will attain Meets-level results on science CBAs, and 39% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 2 - By the end of the second grading period, at least 39% of all students will attain Meets-level results on reading CBAs, 20% of all students will attain Meets-level results on math CBAs, 24% of all 8th-grade students will attain Meets-level results on science CBAs, and 40% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 3 - By the end of the third grading period, at least 40% 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, 25% of all 8th-grade students will attain Meets-level results on science CBAs/STAAR Interims, and 41% of all 8th-grade students will attain Meets-level results on US History CBAs/STAAR Interims. KPI 4 - By the end of the fourth grading period, at least 41% of all students will attain Meets-level results on STAAR reading, 22% of all students will attain Meets-level results on STAAR math, 26% of all 8th-grade students will attain Meets-level results on STAAR science, and 42% of all 8th-grade students will attain Meets-level results on STAAR US History.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-2	1	Performance Objective: On the 2024 STAAR, 41% of all students will attain Meets-level results on the reading assessment, 22% of all students will attain Meets-level results on the math assessment, 26% of all 8th-grade students will attain Meets-level results on the science assessment, and 42% of all 8th-grade students will attain Meets-level results on the US History EOC. Student Learning - 1	Longfellow will institute consistent, ongoing department data-tracking meetings to ensure students make expected progress throughout the school year.	Principal, Assistant Principals, IB MYP Coordinator, Program Coordinator, Core Department Chairs	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, at least 38% of all students will attain Meets-level results on reading CBAs, 19% of all students will attain Meets-level results on math CBAs, 23% of all 8th-grade students will attain Meets-level results on science CBAs, and 39% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 2 - By the end of the second grading period, at least 39% of all students will attain Meets-level results on reading CBAs, 20% of all students will attain Meets-level results on math CBAs, 24% of all 8th-grade students will attain Meets-level results on science CBAs, and 40% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 3 - By the end of the third grading period, at least 40% 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, 25% of all 8th-grade students will attain Meets-level results on science CBAs/STAAR Interims, and 41% of all 8th-grade students will attain Meets-level results on US History CBAs/STAAR Interims. KPI 4 - By the end of the fourth grading period, at least 41% of all students will attain Meets-level results on STAAR reading, 22% of all students will attain Meets-level results on STAAR math, 26% of all 8th-grade students will attain Meets-level results on STAAR science, and 42% of all 8th-grade students will attain Meets-level results on STAAR US History.		
		Quarterly KPIs			
		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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-3	1	Performance Objective: On the 2024 STAAR, 41% of all students will attain Meets-level results on the reading assessment, 22% of all students will attain Meets-level results on the math assessment, 26% of all 8th-grade students will attain Meets-level results on the science assessment, and 42% of all 8th-grade students will attain Meets-level results on the US History EOC. Student Learning - 1	To improve students' proficiency in math, science, social studies, reading, and writing, all Longfellow teachers will receive training and coaching on high-yield instructional strategies including RACE, QSSSA, Talk Read Talk Write, Focused Note-Taking, and Levels of Questioning.	Principal, Assistant Principals, IB MYP Coordinator, Program Coordinator, Core Department Chairs	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, at least 38% of all students will attain Meets-level results on reading CBAs, 19% of all students will attain Meets-level results on math CBAs, 23% of all 8th-grade students will attain Meets-level results on science CBAs, and 39% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 2 - By the end of the second grading period, at least 39% of all students will attain Meets-level results on reading CBAs, 20% of all students will attain Meets-level results on math CBAs, 24% of all 8th-grade students will attain Meets-level results on science CBAs, and 40% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 3 - By the end of the third grading period, at least 40% 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, 25% of all 8th-grade students will attain Meets-level results on science CBAs/STAAR Interims, and 41% of all 8th-grade students will attain Meets-level results on US History CBAs/STAAR Interims. KPI 4 - By the end of the fourth grading period, at least 41% of all students will attain Meets-level results on STAAR reading, 22% of all students will attain Meets-level results on STAAR math, 26% of all 8th-grade students will attain Meets-level results on STAAR science, and 42% of all 8th-grade students will attain Meets-level results on STAAR US History.		
		Quarterly KPIs			
		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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-4	1	Performance Objective: On the 2024 STAAR, 21% of Special Education (SE) students will attain Meets-level results on the reading assessment, 18% of SE students will attain Meet-level results on the math assessment, 40% of Emergent Bilingual (EB) students will attain Meets-level results on the reading assessment, and 21% of EB students will attain Meets-level results on the math assessment. Student Learning - 2	Longfellow classroom teachers and GEC teachers will receive professional development on differentiation and scaffolding instruction to help them meet Special Education students' and Emergent Bilingual students' academic needs.	Principal, Assistant Principals, IB MYP Coordinator, Program Coordinator, Core Department Chairs. Special Education Department Chair, Emergent Bilingual Instructors	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, at least 18% of Special Education (SE) students will attain Meets-level results on reading CBAs, 15% of all SE students will attain Meets-level results on math CBAs, 37% of all Emergent Bilingual (EB) students will attain Meets-level results on reading CBAs, and 18% of all EB students will attain Meets-level results on math CBAs. KPI 2 - By the end of the second grading period, at least 19% of Special Education (SE) students will attain Meets-level results on reading CBAs, 16% of all SE students will attain Meets-level results on math CBAs, 38% of all Emergent Bilingual (EB) students will attain Meets-level results on reading CBAs, and 19% of all EB students will attain Meets-level results on math CBAs. KPI 3 - By the end of the third grading period, at least 20% of Special Education (SE) students will attain Meets-level results on reading STAAR Interims, 17% of all SE students will attain Meets-level results on math STAAR Interims, 39% of all Emergent Bilingual (EB) students will attain Meets-level results on reading STAAR Interims, and 20% of all EB students will attain Meets-level results on math STAAR Interims.. KPI 4 - By the end of the fourth grading period, at least 21% of Special Education (SE) students will attain Meets-level results on STAAR reading STAAR, 18% of all SE students will attain Meets-level results on STAAR math, 40% of all Emergent Bilingual (EB) students will attain Meets-level results on STAAR reading, and 21% of all EB students will attain Meets-level results on STAAR math.		
		Quarterly KPIs			
		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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-5	1	Performance Objective: By the end of the 2023-2034 school year, 100% of Longfellow teachers will be implementing 4 AVID strategies in their lessons as indicated in weekly lesson plans and confirmed by administrative walkthrough observations. Student Learning - 3	Longfellow teachers will receive ongoing training and coaching in the utilization of AVID WICOR strategies across disciplines to develop and support students' academic achievement and study habits.	Principal, Assistant Principals, District AVID Coordinator, IB MYP Coordinator	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, 100% of Longfellow teachers will have received training and feedback on the implementation of 1 of the 4 AVID strategies with 100% teacher implementation and 100% administrative provision of feedback within 72 hours. KPI 2 - By the end of the second grading period, 100% of Longfellow teachers will have received training and feedback on the implementation of 2 of the 4 AVID strategies with 100% teacher implementation and 100% administrative provision of feedback within 72 hours. KPI 3 - By the end of the third grading period, 100% of Longfellow teachers will have received training and feedback on the implementation of 3 of the 4 AVID strategies with 100% teacher implementation and 100% administrative provision of feedback within 72 hours. KPI 4 - By the end of the fourth grading period, 100% of Longfellow teachers will have received training and feedback on the implementation of 4 of the 4 AVID strategies with 100% teacher implementation and 100% administrative provision of feedback within 72 hours.		
		Quarterly KPIs			
		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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-6	1	Performance Objective: By the end of the 2023-2034 school year, 100% of Longfellow teachers will write and teach a minimum of four IB unit plans (one per grading period) as confirmed by administrative review of lesson plans and walkthrough observations. Student Learning - 3	Longfellow teachers will receive ongoing guidance and assistance in creating IB unit plans and follow-up walkthrough observation feedback to ensure continued implementation and teacher growth.	Principal, Assistant Principals, IB MYP Coordinator	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, 100% of Longfellow teachers will have written and taught one IB Unit plan with 100% teacher implementation and 100% administrative provision of feedback within 72 hours. KPI 2 - By the end of the second grading period, 100% of Longfellow teachers will have written and taught two IB Unit plans with 100% teacher implementation and 100% administrative provision of feedback within 72 hours. KPI 3 - By the end of the third grading period, 100% of Longfellow teachers will have written and taught three IB Unit plans with 100% teacher implementation and 100% administrative provision of feedback within 72 hours. KPI 4 - By the end of the fourth grading period, 100% of Longfellow teachers will have written and taught four IB Unit plans with 100% teacher implementation and 100% administrative provision of feedback within 72 hours.		
		Quarterly KPIs			
		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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-7	1	Performance Objective: On the 2024 STAAR, 41% of all students will attain Meets-level results on the reading assessment, 22% of all students will attain Meets-level results on the math assessment, 26% of all 8th-grade students will attain Meets-level results on the science assessment, and 42% of all 8th-grade students will attain Meets-level results on the US History EOC. Student Learning - 1	Teachers will offer students before- and/or after-school tutoring to supplement classroom instruction and improve student performance on all administered STAARs.	Principal, Assistant Principals, Program Coordinator, Core Department Chairs	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, at least 38% of all students will attain Meets-level results on reading CBAs, 19% of all students will attain Meets-level results on math CBAs, 23% of all 8th-grade students will attain Meets-level results on science CBAs, and 39% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 2 - By the end of the second grading period, at least 39% of all students will attain Meets-level results on reading CBAs, 20% of all students will attain Meets-level results on math CBAs, 24% of all 8th-grade students will attain Meets-level results on science CBAs, and 40% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 3 - By the end of the third grading period, at least 40% 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, 25% of all 8th-grade students will attain Meets-level results on science CBAs/STAAR Interims, and 41% of all 8th-grade students will attain Meets-level results on US History CBAs/STAAR Interims. KPI 4 - By the end of the fourth grading period, at least 41% of all students will attain Meets-level results on STAAR reading, 22% of all students will attain Meets-level results on STAAR math, 26% of all 8th-grade students will attain Meets-level results on STAAR science, and 42% of all 8th-grade students will attain Meets-level results on STAAR US History.		
		Quarterly KPIs			
		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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-8	1	Performance Objective: On the 2024 STAAR, 41% of all students will attain Meets-level results on the reading assessment, 22% of all students will attain Meets-level results on the math assessment, 26% of all 8th-grade students will attain Meets-level results on the science assessment, and 42% of all 8th-grade students will attain Meets-level results on the US History EOC. Student Learning - 1	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 to enable and facilitate school-wide promotion of research and literacy.	Principal, Campus Librarian	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, at least 38% of all students will attain Meets-level results on reading CBAs, 19% of all students will attain Meets-level results on math CBAs, 23% of all 8th-grade students will attain Meets-level results on science CBAs, and 39% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 2 - By the end of the second grading period, at least 39% of all students will attain Meets-level results on reading CBAs, 20% of all students will attain Meets-level results on math CBAs, 24% of all 8th-grade students will attain Meets-level results on science CBAs, and 40% of all 8th-grade students will attain Meets-level results on US History CBAs. KPI 3 - By the end of the third grading period, at least 40% 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, 25% of all 8th-grade students will attain Meets-level results on science CBAs/STAAR Interims, and 41% of all 8th-grade students will attain Meets-level results on US History CBAs/STAAR Interims. KPI 4 - By the end of the fourth grading period, at least 41% of all students will attain Meets-level results on STAAR reading, 22% of all students will attain Meets-level results on STAAR math, 26% of all 8th-grade students will attain Meets-level results on STAAR science, and 42% of all 8th-grade students will attain Meets-level results on STAAR US History.		
		Quarterly KPIs			
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1	Performance Objective: By the end of the 2023-2024 school year, at least 10 parents representing students in 6th grade, 10 parents representing students in 7th grade, and 10 parents representing students in 8th grade will be members of the Longfellow PTA. Perceptions - 1	Longfellow administrative staff, the campus program coordinator, and the campus PTA president will reach out to parents to encourage PTA membership through on- and off-campus community meetings conducted in English and Spanish at varying times throughout the school year.	Program Coordinator, Principal, Assistant Principal. IB MYP Coordinator	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, the Longfellow Middle School PTA will enroll and maintain the membership of at least 4 parents of 6th-grade students, at least 4 parents of 7th-grade students, and at least 4 parents of 8th-grade students. KPI 2 - By the end of the second grading period, Longfellow Middle School will enroll and maintain the membership of at least 6 parents of 6th-grade students, at least 6 parents of 7th-grade students, and at least 6 parents of 8th-grade students. KPI 3 - By the end of the third grading period, Longfellow Middle School will enroll and maintain the membership of at least 8 parents of 6th-grade students, at least 8 parents of 7th-grade students, and at least 8 parents of 8th-grade students. KPI 4 - By the end of the fourth grading period, Longfellow Middle School will enroll and maintain the membership of at least 10 parents of 6th-grade students, at least 10 parents of 7th-grade students, and at least 10 parents of 8th-grade students.		
		Quarterly KPIs			
		Quarterly KPIs			
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-2	4	Performance Objective: During the 2023-2024 school year, 100% of Longfellow students will receive Social-Emotional Learning instruction during daily advisory classes with targeted annual outcomes of a 5% reduction in discipline referrals and a minimum of 4.1% increase in student daily attendance (versus the number of 2022-2023 discipline referrals and the 2022-2023 daily attendance rate). Perceptions - 2	Longfellow Middle School will create an advisory class committee that will review lessons in the mascot handbook and supplement them with targeted instructional activities and strategies to improve students' social-emotional well-being and encourage school attendance.	Principal, Assistant Principals, Social Worker, IB MYP Coordinator, Advisory Teachers	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, 100% of Longfellow students will be receiving SEL instruction in daily advisory classes, resulting in a 5% reduction in discipline referrals versus discipline referrals in the first grading period in 2022 and a 94% daily attendance rate. KPI 2 - By the end of the second grading period, 100% of Longfellow students will be receiving SEL instruction in daily advisory classes, resulting in a 5% reduction in discipline referrals versus discipline referrals in the second grading period in 2022 and a 93% daily attendance rate. KPI 3 - By the end of the third grading period, 100% of Longfellow students will be receiving SEL instruction in daily advisory classes, resulting in a 5% reduction in discipline referrals versus discipline referrals in the third grading period in 2023 and a 90% daily attendance rate. KPI 4 - By the end of the fourth grading period, 100% of Longfellow students will be receiving SEL instruction in daily advisory classes, resulting in a 5% reduction in discipline referrals versus discipline referrals in the fourth grading period in 2023 and a 91% daily attendance rate.		
		Quarterly KPIs			
		Quarterly KPIs			
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-3	4	Performance Objective: During the 2023-2024 school year, 100% of Longfellow students will receive Social-Emotional Learning instruction during daily advisory classes with targeted annual outcomes of a 5% reduction in discipline referrals and a minimum of 4.1% increase in student daily attendance (versus the number of 2022-2023 discipline referrals and the 2022-2023 daily attendance rate). Perceptions - 2	The Longfellow Middle School advisory class committee will ensure lessons highlighting conflict resolution techniques and constructive, non-violent approaches to interpersonal conflicts are incorporated into advisory class instructional activities to help improve students' social-emotional well-being.	Principal, Assistant Principals, Social Worker, IB MYP Coordinator, Advisory Teachers	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, 100% of Longfellow students will be receiving SEL instruction in daily advisory classes, resulting in a 5% reduction in discipline referrals versus discipline referrals in the first grading period in 2022 and a 94% daily attendance rate. KPI 2 - By the end of the second grading period, 100% of Longfellow students will be receiving SEL instruction in daily advisory classes, resulting in a 5% reduction in discipline referrals versus discipline referrals in the second grading period in 2022 and a 93% daily attendance rate. KPI 3 - By the end of the third grading period, 100% of Longfellow students will be receiving SEL instruction in daily advisory classes, resulting in a 5% reduction in discipline referrals versus discipline referrals in the third grading period in 2023 and a 90% daily attendance rate. KPI 4 - By the end of the fourth grading period, 100% of Longfellow students will be receiving SEL instruction in daily advisory classes, resulting in a 5% reduction in discipline referrals versus discipline referrals in the fourth grading period in 2023 and a 91% daily attendance rate.		
		Quarterly KPIs			
		Quarterly KPIs			
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP) The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1	Performance Objective: During the 2023-2024 school year – with the exception of weeks with atypical schedules due to campus-wide testing – core department PLC or PLN meetings will be conducted at least once per week. Processes and Programs - 1	The Longfellow administrative team will provide teachers with PLC protocols to guide weekly department PLC meetings and will maintain a PLN calendar identifying professional development topics to facilitate weekly PLC and PLN meetings.	Principal, Assistant Principals, IB MYP Coordinator, Core Department Chairs	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, 100% of Longfellow core teachers with PLC/PLN periods in their schedules will have documented participation in one PLC/PLN meeting per typical, non-testing week.. KPI 2 - By the end of the second grading period, 100% of Longfellow core teachers with PLC/PLN periods in their schedules will have documented participation in one PLC/PLN meeting per typical, non-testing week.. KPI 3 - By the end of the third grading period, 100% of Longfellow core teachers with PLC/PLN periods in their schedules will have documented participation in one PLC/PLN meeting per typical, non-testing week.. KPI 4 - By the end of the fourth grading period, 100% of Longfellow core teachers with PLC/PLN periods in their schedules will have documented participation in one PLC/PLN meeting per typical, non-testing week..		
		Quarterly KPIs			
		Quarterly KPIs			
		Quarterly KPIs			

<div>2.1 - Campus Improvement Plan (CIP)</div> <div>The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes</div>					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-2	1	Performance Objective: During the 2023-2024 school year, administrative staff will conduct a minimum of two classroom snapshot walkthrough observations per grading period and will provide teachers with feedback within 72 hours of each snapshot walkthrough observation. Processes and Programs - 2	The Longfellow administrative team will create and maintain a calendar of scheduled classroom snapshot walkthrough observations to ensure administrators conduct a minimum of two observations per grading period.	Principal, Assistant Principals, IB MYP Coordinator, Core Department Chairs	
		Quarterly KPIs	KPI 1 - By the end of the first grading period, 100% of Longfellow teachers will have received a minimum of 2 of at least 8 classroom snapshot walkthrough observations followed by 100% administrative provision of feedback within 72 hours. KPI 2 - By the end of the second grading period, 100% of Longfellow teachers will have received a minimum of 4 of at least 8 classroom snapshot walkthrough observations followed by 100% administrative provision of feedback within 72 hours. KPI 3 - By the end of the third grading period, 100% of Longfellow teachers will have received a minimum of 6 of at least 8 classroom snapshot walkthrough observations followed by 100% administrative provision of feedback within 72 hours. KPI 4 - By the end of the fourth grading period, 100% of Longfellow teachers will have received a minimum of 8 of at least 8 classroom snapshot walkthrough observations followed by 100% administrative provision of feedback within 72 hours.		
		Quarterly KPIs			
		Quarterly KPIs			
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

2.2 – Third Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

2.2 – Fourth Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

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

Performance Objective	Q4 Rating	Findings / Next Steps

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.					
Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.				X	All are based on the success criteria of the ESF (to the extent possible).				X
All are based on issues that the campus can control and improve on (to the extent possible).				X	All address adult systems and behaviors.				X
Improvement Plan – Performance Objectives									
All are in SMART format (to the extent possible).				X	All are tied to at least one problem statement.				X
All are measured by a data source.				X					
Improvement Plan – Strategies									
All are in BEST format.				X	All strategies are targeted to eliminate at least one root cause.				X
All are measured by quarterly KPI outcomes.				X	Entire plan has been checked for spelling and grammar.				X
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning	X	Support for Special Populations	X	Parent & Family Engagement	X	Students Not On Grade Level	X		
Recruiting/Retaining Teachers		Violence Prevention/Intervention	X	Professional Development	X	Dropout Prevention / Enrollment	X		
Physical Activity		Social and Emotional Support	X	Student Attendance	X	Transition PK to Elementary			
Quality of Learning Environment	X	CCMR - Secondary		MTSS – Behavioral Interventions	X				
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan	Longfellow Main Office				Physical Locations of the Plan				
Languages Available	English				Languages Available				
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy					How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
URL to Online Version									

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	
	Dated agenda with title (CNA 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		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	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	
	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		

Title I Compliance Documentation and Submissions			
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	Google Shared Folder	
	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		
	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		

Assurances and Approval Information**Assistant Superintendent Assurance**

As Assistant Superintendent 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 Assistant Superintendent 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
Henry Wadsworth Longfellow Middle School	15907- 050
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Ms. Nancy Rodriguez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Committee Members

[illegible]

Longfellow Middle School

ADA Cumulative School Year Attendance Percentages

2022-2023	87.9%
2021-2022	86.1%
2020-2021	81.7%
2019-2020	92.7% (pre-pandemic)



San Antonio Independent School District

2022-23 Performance Objectives

050 Longfellow Middle
School

ATTENDANCE

2012	2013	2014	2015	2016	2017	2018	2019	2020 thru 3/6/20	2021	2022	2023 GOAL
94.3	94.8	95.1	94.3	94.3	94.7	94.7	93.8	92.7	81.7	86.1	90

Data Tables

2021-2022 STAAR Data from Teas Academic Performance Report (TAPR)

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	67%	66%	*	66%	*	*	-	-	-	39%	*	65%	70%	65%	73%
	2021	73%	51%	49%	*	47%	*	*	*	-	-	23%	*	51%	41%	47%	47%
At Meets Grade Level or Above	2022	58%	38%	39%	*	40%	*	*	-	-	-	19%	*	40%	37%	36%	37%
	2021	46%	22%	16%	*	17%	*	*	*	-	-	12%	*	17%	12%	13%	21%
At Masters Grade Level	2022	37%	20%	23%	*	23%	*	*	-	-	-	6%	*	22%	27%	20%	23%
	2021	21%	7%	6%	*	6%	*	*	*	-	-	4%	*	6%	6%	4%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	44%	47%	*	48%	*	*	-	-	-	27%	*	45%	54%	47%	63%
	2021	62%	20%	11%	*	11%	*	*	*	-	-	15%	*	11%	12%	9%	13%
At Meets Grade Level or Above	2022	40%	13%	8%	*	8%	*	*	-	-	-	8%	*	4%	20%	8%	8%
	2021	36%	7%	5%	*	5%	*	*	*	-	-	11%	*	5%	4%	5%	3%
At Masters Grade Level	2022	14%	3%	3%	*	3%	*	*	-	-	-	8%	*	1%	6%	3%	2%
	2021	11%	1%	2%	*	2%	*	*	*	-	-	7%	*	2%	0%	2%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	53%	50%	*	50%	*	*	-	-	-	24%	*	49%	53%	47%	53%
	2021	68%	40%	35%	*	34%	*	*	*	-	-	19%	20%	39%	19%	30%	38%
At Meets Grade Level or Above	2022	45%	23%	21%	*	21%	*	*	-	-	-	7%	*	17%	33%	18%	18%
	2021	43%	16%	12%	*	11%	*	*	*	-	-	13%	0%	14%	6%	10%	12%
At Masters Grade Level	2022	24%	10%	8%	*	8%	*	*	-	-	-	4%	*	7%	10%	8%	8%
	2021	24%	5%	4%	*	4%	*	*	*	-	-	3%	0%	5%	3%	2%	2%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	35%	63%	-	63%	-	-	-	-	-	63%	-	50%	*	71%	*
	2021	57%	28%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
At Meets Grade Level or Above	2022	31%	12%	50%	-	50%	-	-	-	-	-	50%	-	33%	*	57%	*
	2021	28%	7%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
At Masters Grade Level	2022	18%	6%	50%	-	50%	-	-	-	-	-	50%	-	33%	*	57%	*
	2021	14%	3%	*	-	*	-	-	-	-	-	*	-	*	*	*	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	66%	97%	*	97%	-	-	-	-	-	*	*	98%	91%	96%	100%
	2021	73%	48%	56%	*	54%	*	-	*	-	-	-	-	59%	44%	50%	50%

2021-2022 STAAR Data from Teas Academic Performance Report (TAPR)

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	43%	26%	82%	*	82%	-	-	-	-	-	*	*	84%	73%	81%	86%
	2021	41%	14%	39%	*	35%	*	-	*	-	-	-	-	41%	33%	36%	40%
At Masters Grade Level	2022	27%	13%	55%	*	56%	-	-	-	-	-	*	*	53%	64%	55%	64%
	2021	23%	4%	29%	*	24%	*	-	*	-	-	-	-	31%	22%	25%	30%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	78%	74%	*	74%	*	*	*	-	-	43%	*	74%	74%	72%	72%
	2021	88%	73%	62%	*	62%	*	*	*	-	-	29%	80%	62%	62%	59%	54%
At Meets Grade Level or Above	2022	68%	45%	37%	*	38%	*	*	*	-	-	15%	*	37%	39%	35%	32%
	2021	69%	44%	30%	*	31%	*	*	*	-	-	11%	40%	32%	24%	27%	33%
At Masters Grade Level	2022	42%	21%	17%	*	17%	*	*	*	-	-	0%	*	17%	18%	14%	13%
	2021	43%	19%	8%	*	8%	*	*	*	-	-	4%	0%	9%	5%	5%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	58%	57%	39%	57%	57%	*	*	-	-	30%	68%	57%	57%	54%	60%
	2021	67%	44%	36%	26%	36%	57%	14%	75%	-	-	19%	28%	36%	37%	34%	33%
At Meets Grade Level or Above	2022	48%	29%	27%	16%	28%	29%	*	*	-	-	14%	29%	27%	29%	25%	25%
	2021	41%	20%	13%	9%	13%	24%	0%	50%	-	-	12%	7%	14%	11%	12%	13%
At Masters Grade Level	2022	23%	11%	13%	11%	13%	7%	*	*	-	-	6%	9%	13%	14%	12%	12%
	2021	18%	6%	4%	3%	4%	10%	0%	50%	-	-	6%	0%	5%	3%	3%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	59%	62%	44%	62%	67%	*	-	-	-	34%	79%	62%	59%	60%	65%
	2021	68%	48%	43%	27%	43%	83%	*	*	-	-	20%	38%	42%	47%	41%	38%
At Meets Grade Level or Above	2022	53%	35%	36%	19%	36%	50%	*	-	-	-	16%	43%	37%	34%	34%	35%
	2021	45%	25%	16%	9%	15%	17%	*	*	-	-	11%	0%	16%	14%	15%	15%
At Masters Grade Level	2022	25%	13%	19%	13%	19%	17%	*	-	-	-	6%	7%	19%	20%	17%	18%
	2021	18%	7%	5%	0%	5%	0%	*	*	-	-	6%	0%	4%	5%	4%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	54%	48%	38%	48%	50%	*	-	-	-	24%	50%	47%	49%	45%	54%
	2021	66%	37%	25%	23%	25%	33%	*	*	-	-	14%	0%	24%	27%	23%	22%
At Meets Grade Level or Above	2022	42%	22%	17%	13%	17%	17%	*	-	-	-	13%	7%	16%	18%	15%	16%
	2021	37%	13%	8%	8%	7%	33%	*	*	-	-	10%	0%	8%	5%	7%	6%

2021-2022 STAAR Data from Teas Academic Performance Report (TAPR)

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	20%	9%	7%	6%	8%	0%	*	-	-	-	7%	7%	8%	7%	7%	7%
	2021	18%	4%	4%	8%	3%	17%	*	*	-	-	7%	0%	4%	3%	3%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	58%	50%	*	50%	*	*	-	-	-	24%	*	49%	53%	47%	53%
	2021	71%	46%	35%	*	34%	*	*	*	-	-	19%	20%	39%	19%	30%	38%
At Meets Grade Level or Above	2022	47%	27%	21%	*	21%	*	*	-	-	-	7%	*	17%	33%	18%	18%
	2021	44%	19%	12%	*	11%	*	*	*	-	-	13%	0%	14%	6%	10%	12%
At Masters Grade Level	2022	21%	9%	8%	*	8%	*	*	-	-	-	4%	*	7%	10%	8%	8%
	2021	20%	5%	4%	*	4%	*	*	*	-	-	3%	0%	5%	3%	2%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	64%	73%	*	74%	*	*	*	-	-	45%	*	73%	75%	72%	71%
	2021	73%	59%	63%	*	63%	*	*	*	-	-	35%	80%	63%	63%	60%	54%
At Meets Grade Level or Above	2022	50%	35%	38%	*	38%	*	*	*	-	-	20%	*	36%	41%	35%	32%
	2021	49%	33%	31%	*	32%	*	*	*	-	-	19%	40%	33%	26%	29%	33%
At Masters Grade Level	2022	30%	16%	18%	*	18%	*	*	*	-	-	7%	*	17%	21%	16%	15%
	2021	29%	14%	9%	*	8%	*	*	*	-	-	6%	0%	10%	5%	6%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	13%	8%	14%	7%	*	-	-	-	-	13%	0%	9%	4%	7%	7%
	2021	24%	8%	4%	*	4%	*	-	-	-	-	10%	*	5%	3%	4%	3%
Reading and Mathematics Including EOC	2022	31%	13%	8%	14%	7%	*	-	-	-	-	13%	0%	9%	4%	7%	7%
	2021	24%	8%	4%	*	4%	*	-	-	-	-	10%	*	5%	3%	4%	3%
Reading Including EOC	2022	43%	27%	30%	14%	30%	*	-	-	-	-	13%	57%	32%	24%	28%	27%
	2021	32%	16%	13%	*	12%	*	-	-	-	-	9%	*	13%	13%	13%	12%
Math Including EOC	2022	40%	16%	10%	14%	9%	*	-	-	-	-	13%	0%	11%	6%	9%	7%
	2021	36%	13%	5%	0%	4%	*	-	-	-	-	9%	*	5%	3%	4%	3%
7th Graders																	
Reading and Mathematics	2022	32%	16%	11%	0%	11%	*	-	-	-	-	12%	*	11%	14%	11%	11%
	2021	26%	9%	5%	*	5%	*	*	-	-	-	10%	*	6%	3%	5%	4%
Reading and Mathematics Including EOC	2022	33%	16%	11%	0%	11%	*	-	-	-	-	12%	*	11%	14%	11%	11%
	2021	27%	9%	5%	*	5%	*	*	-	-	-	10%	*	6%	3%	5%	4%

2021-2022 STAAR Data from Texas Academic Performance Report (TAPR)

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 LONGFELLOW MIDDLE (015907050) - SAN ANTONIO ISD - BEXAR COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	38%	38%	33%	38%	*	-	-	-	-	16%	*	37%	41%	36%	39%
	2021	45%	26%	18%	*	18%	*	*	-	-	-	13%	*	18%	17%	18%	13%
Math Including EOC	2022	37%	18%	13%	0%	13%	*	-	-	-	-	14%	*	12%	16%	12%	13%
	2021	32%	11%	5%	*	5%	*	*	-	-	-	10%	*	6%	3%	6%	5%
8th Graders																	
Reading and Mathematics	2022	27%	9%	6%	*	6%	*	*	-	-	-	8%	*	4%	12%	6%	4%
	2021	21%	4%	4%	*	4%	*	*	*	-	-	13%	*	4%	4%	4%	0%
Reading and Mathematics Including EOC	2022	41%	21%	21%	*	21%	*	*	-	-	-	9%	*	21%	20%	18%	21%
	2021	33%	8%	10%	*	10%	*	*	*	-	-	13%	*	11%	7%	8%	6%
Reading Including EOC	2022	58%	41%	39%	*	40%	*	*	-	-	-	19%	*	40%	37%	36%	37%
	2021	47%	27%	16%	*	17%	*	*	*	-	-	12%	*	17%	12%	13%	21%
Math Including EOC	2022	48%	26%	26%	*	26%	*	*	-	-	-	11%	*	25%	30%	23%	26%
	2021	43%	11%	14%	*	13%	*	*	*	-	-	11%	*	15%	12%	12%	12%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	16%	9%	7%	8%	17%	*	-	-	-	11%	0%	8%	10%	8%	8%
	2021	26%	8%	5%	0%	4%	20%	*	*	-	-	11%	0%	5%	3%	5%	3%
Reading and Mathematics Including EOC	2022	36%	18%	14%	6%	14%	17%	*	-	-	-	11%	7%	14%	13%	12%	14%
	2021	28%	9%	6%	0%	6%	17%	*	*	-	-	11%	0%	7%	4%	6%	4%
Reading Including EOC	2022	53%	36%	36%	19%	36%	50%	*	-	-	-	16%	43%	37%	34%	34%	35%
	2021	41%	22%	16%	9%	15%	17%	*	*	-	-	11%	0%	16%	14%	15%	15%
Math Including EOC	2022	43%	23%	17%	13%	17%	17%	*	-	-	-	13%	7%	17%	18%	15%	16%
	2021	37%	12%	8%	8%	7%	33%	*	*	-	-	10%	0%	8%	5%	7%	6%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

2022-2023 Assessment Results

Algebra I BOY MAP				Algebra I MOY MAP				Algebra I 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	2	2	6.06%	DNM	3	3	8.11%	DNM	7	7	18.42%
APP	18	31	93.94%	APP	25	34	91.89%	APP	21	31	81.58%
MTS	12	13	39.39%	MTS	6	9	24.32%	MTS	7	10	26.32%
MAS	1	1	3.03%	MAS	3	3	8.11%	MAS	3	3	7.89%
	33				37				38		

8th Grade MATH BOY MAP				8th Grade Math MOY MAP				8th Grade Math 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	113	113	57.95%	DNM	111	111	60.66%	DNM	104	104	62.65%
APP	80	82	42.05%	APP	70	72	39.34%	APP	45	62	37.35%
MTS	2	2	1.03%	MTS	2	2	1.09%	MTS	14	17	10.24%
MAS	0	0	0.00%	MAS	0	0	0.00%	MAS	3	3	1.81%
	195				183				166		

8th Grade Math & Algebra I BOY MAP				8th Grade Math & Algebra I MOY MAP				8th Grade Math & Algebra I 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	115	115	50.44%	DNM	114	114	51.82%	DNM	111	111	54.41%
APP	98	113	49.56%	APP	95	106	48.18%	APP	66	93	45.59%
MTS	14	15	6.58%	MTS	8	11	5.00%	MTS	21	27	13.24%
MAS	1	1	0.44%	MAS	3	3	1.36%	MAS	6	6	2.94%
	228				220				204		

7th Grade Math BOY MAP				7th Grade Math MOY MAP				7th Grade Math 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	100	100	54.64%	DNM	96	96	50.53%	DNM	101	101	55.49%
APP	69	83	45.36%	APP	77	94	49.47%	APP	65	81	44.51%
MTS	14	14	7.65%	MTS	15	17	8.95%	MTS	13	16	8.79%
MAS	0	0	0.00%	MAS	2	2	1.05%	MAS	3	3	1.65%
	183				190				182		

6th Grade Math BOY MAP				6th Grade Math MOY MAP				6th Grade Math 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	77	77	47.53%	DNM	95	95	55.88%	DNM	50	50	32.89%
APP	65	85	52.47%	APP	54	75	44.12%	APP	67	102	67.11%
MTS	16	20	12.35%	MTS	18	21	12.35%	MTS	24	35	23.03%
MAS	4	4	2.47%	MAS	3	3	1.76%	MAS	11	11	7.24%
	162				170				152		

2022-2023 Assessment Results

8th Grade Reading BOY MAP				8th Grade Reading MOY MAP				8th Grade RLA 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	96	96	42.67%	DNM	90	90	41.10%	DNM	179	179	73.36%
APP	79	129	57.33%	APP	83	129	58.90%	APP	59	65	26.64%
MTS	36	50	22.22%	MTS	36	46	21.00%	MTS	6	6	2.46%
MAS	14	14	6.22%	MAS	10	10	4.57%	MAS	0	0	0.00%
	225				219				244		

7th Grade Reading BOY MAP				7th Grade Reading MOY MAP				7th Grade RLA 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	73	73	39.89%	DNM	93	93	48.44%	DNM	124	124	64.92%
APP	74	110	60.11%	APP	61	99	51.56%	APP	57	67	35.08%
MTS	27	36	19.67%	MTS	30	38	19.79%	MTS	7	10	5.24%
MAS	9	9	4.92%	MAS	8	8	4.17%	MAS	3	3	1.57%
	183				192				191		

6th Grade Reading BOY MAP				6th Grade Reading MOY MAP				6th Grade RLA 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	73	73	45.34%	DNM	85	85	52.80%	DNM	100	100	73.53%
APP	55	88	54.66%	APP	54	76	47.20%	APP	32	36	26.47%
MTS	21	33	20.50%	MTS	15	22	13.66%	MTS	3	4	2.94%
MAS	12	12	7.45%	MAS	7	7	4.35%	MAS	1	1	0.74%
	161				161				136		

All Students Reading BOY MAP				All Students Reading MOY MAP				All Students RLA 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	242	242	42.53%	DNM	268	268	46.85%	DNM	403	403	70.58%
APP	208	327	57.47%	APP	198	304	53.15%	APP	148	168	29.42%
MTS	84	119	20.91%	MTS	81	106	18.53%	MTS	16	20	3.50%
MAS	35	35	6.15%	MAS	25	25	4.37%	MAS	4	4	0.70%
	569				572				571		

8th Grade US History 12/22 CBA			
	Totals	STAAR	STAAR %
DNM	109	109	55.90%
APP	66	86	44.10%
MTS	18	20	10.26%
MAS	2	2	1.03%
	195		

8th Grade Science BOY MAP				8th Grade Science MOY MAP				8th Grade Science 12/22 CBA			
	Totals	STAAR	STAAR %		Totals	STAAR	STAAR %		Totals	STAAR	STAAR %
DNM	86	86	40.38%	DNM	104	104	49.52%	DNM	144	144	73.85%
APP	87	127	59.62%	APP	72	106	50.48%	APP	39	51	26.15%
MTS	33	40	18.78%	MTS	28	34	16.19%	MTS	9	12	6.15%
MAS	7	7	3.29%	MAS	6	6	2.86%	MAS	3	3	1.54%
	213				210				195		

	2022-2023 STAAR Interim Reading Assessment, Grade 6										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	170	1451	70	42.94%	29	17.06%	9	5.29%	41.26%	16.59%	6.41%
Economic Disadvantage	157	1443		40.76%		14.65%		5.73%	38.52%	14.90%	6.32%
Asian	1	1442		0%		0%		0%	25%	1%	1%
Black/African American	9	1440		44.44%		22.22%		11.11%	38.78%	20%	11.56%
Hispanic	156	1451		42.95%		16.67%		5.13%	41.36%	16.28%	6.06%
Two or More Races	1	1650		100%		100%		0%	99%	91%	36%
White	3	1404		33.33%		0%		0%	29.67%	3%	1%
Currently Emergent Bilingual	42	1427		33.33%		14.29%		9.52%	31.26%	16.17%	9.79%
Special Ed Indicator	26	1386	4	15.38%	2	7.69%	0	0%	17.15%	5.46%	1.38%

	2022-2023 STAAR Interim Math Assessment, Grade 6										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	163	1474	89	54.60%	23	14.11%	3	1.84%	54.60%	15.72%	3.06%
Economic Disadvantage	150	1471		52%		14.67%		2%	52.96%	15.83%	3.12%
Asian	1	1570		100%		0%		0%	99%	44%	1%
Black/African American	9	1492		33.33%		11.11%		11.11%	48.11%	18.78%	11.89%
Hispanic	150	1471		54.67%		14.67%		1.33%	54.07%	15.53%	2.58%
Two or More Races	1	1523		100%		0%		0%	93%	12%	1%
White	2	1496		100%		0%		0%	82%	4%	1%
Currently Emergent Bilingual	41	1461		46.34%		12.20%		2.44%	49.76%	14.51%	3.73%
Special Ed Indicator	26	1422	7	26.92%	0	0%	0	0%	31.85%	3.27%	1%

	2022-2023 STAAR Interim Reading Assessment, Grade 7										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	204	1541	102	50%	59	24.51%	12	5.88%	53.19%	25.46%	9.69%
Economic Disadvantage	190	1539		50%		23.16%		5.26%	53.01%	24.49%	9.02%
Black/African American	7	1532		28.57%		0%		0%	46.57%	5.29%	1%
Hispanic	190	1541		50%		24.74%		6.32%	52.87%	25.64%	9.93%
Two or More Races	1	1655		100%		100%		0%	99%	61%	8%
White	6	1555		66.67%		33.33%		0%	63.50%	37.17%	12.67%
Currently Emergent Bilingual	44	1499		36.36%		15.91%		2.27%	39.50%	16.59%	5.32%
Special Ed Indicator	31	1498	8	25.81%	4	12.90%	2	6.45%	32.90%	15.68%	7.55%

	2022-2023 STAAR Interim Math Assessment, Grade 7										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	201	1520	57	27.36%	16	7.96%	2	1%	32.80%	9.86%	2.59%
Economic Disadvantage	187	1518		26.74%		7.49%		1.07%	32.23%	9.34%	2.39%
Black/African American	7	1479		0%		0%		0%	15.29%	1%	1%
Hispanic	188	1519		27.13%		7.98%		1.06%	32.28%	9.81%	2.64%
Two or More Races	1	1719		100%		100%		0%	99%	94%	12%
White	5	1572		60%		0%		0%	63.40%	7.40%	1%
Currently Emergent Bilingual	45	1502		24.44%		2.22%		2.22%	26.78%	5.49%	2.20%
Special Ed Indicator	29	1494	4	13.79%	0	0%	0	0%	21.45%	3.28%	1%

	2022-2023 STAAR Interim Reading Assessment, Grade 8										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	238	1565	106	44.54%	36	15.13%	12	5.04%	43.93%	17.24%	6.72%
Economic Disadvantage	217	1560		42.86%		12.90%		3.69%	42.27%	15.41%	5.77%
Black/African American	6	1557		50%		16.67%		0%	42.33%	16%	2%
Hispanic	230	1564		43.91%		14.78%		5.22%	43.54%	16.98%	6.72%
Two or More Races	2	1697		100%		50%		0%	93.50%	51%	21%
Currently Emergent Bilingual	75	1537		38.67%		9.33%		1.33%	37.67%	11.92%	3.75%
Special Ed Indicator	42	1491	6	14.29%	0	0%	0	0%	17.76%	1.69%	1%

	2022-2023 STAAR Interim Math Assessment, Grade 8										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	191	1519	30	15.71%	0	0%	0	0%	20.63%	2.14%	0.99%
Economic Disadvantage	176	1526		15.91%		0%		0%	20.59%	2.18%	1%
Black/African American	5	1532		0%		0%		0%	17.40%	1%	1%
Hispanic	185	1519		16.22%		0%		0%	20.75%	2.17%	0.99%
Two or More Races	1	1549		0%		0%		0%	15%	1%	1%
Currently Emergent Bilingual	65	1521		15.38%		0%		0%	19.91%	2.62%	1%
Special Ed Indicator	38	1474	3	7.89%	0	0%	0	0%	13.24%	1.16%	0.97%

	2022-2023 STAAR Interim Algebra 1 EOC Assessment, Grade 8										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	36	3809	29	80.56%	8	22.22%	1	2.78%	77.11%	28.39%	6.31%
Economic Disadvantage	31	3774		80.65%		16.13%		0%	76.42%	23.16%	3.45%
Black/African American	1	3859		100%		0%		0%	98%	18%	1%
Hispanic	35	3807		80%		22.86%		2.86%	76.51%	28.69%	6.46%
Currently Emergent Bilingual	8	3921		100%		37.50%		0%	92.25%	37.38%	6.25%
Special Ed Indicator	2	3489	1	50%	0	0%	0	0%	35.50%	1%	1%

	2022-2023 STAAR Interim Science Assessment, Grade 8										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	230	3216	41	17.83%	10	4.35%	6	2.61%	21.21%	6.76%	3.10%
Economic Disadvantage	211	3197		16.59%		3.79%		2.84%	19.68%	6.21%	3.13%
Black/African American	6	3193		16.67%		0%		0%	23%	6.50%	1%
Hispanic	222	3214		18.02%		4.50%		2.70%	21%	6.82%	3.18%
Two or More Races	2	3494		0%		0%		0%	39%	1%	1%
Currently Emergent Bilingual	73	3174		15.07%		4.11%		2.74%	17.92%	5.42%	3.01%
Special Ed Indicator	40	3004	2	5%	0	0%	0	0%	6.93%	1.55%	1%

	2022-2023 STAAR Interim Social Studies Assessment, Grade 8										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	13	3093	1	7.69%	0	0%	0	0%	10.46%	3.85%	1.38%
Economic Disadvantage	13	3093		7.69%		0%		0%	10.46%	3.85%	1.38%
Hispanic	13	3093		7.69%		0%		0%	10.46%	3.85%	1.38%
Currently Emergent Bilingual	6	2975		0%		0%		0%	2.67%	1%	1%
Special Ed Indicator	4	3083	0	0%	0	0%	0	0%	2.50%	1%	1%

	2022-2023 STAAR Interim US History Assessment, Grade 8										
	Total Students	Scale Score	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
050-LONGFELLOW MIDDLE SCHOOL	214	3710	134	62.62%	50	23.36%	9	4.21%	62.25%	22.67%	5.99%
Economic Disadvantage	196	3692		61.22%		19.90%		4.59%	60.63%	20.43%	5.98%
Black/African American	6	3602		50%		0%		0%	57.67%	5.83%	1%
Hispanic	206	3710		62.62%		23.79%		4.37%	62.05%	22.88%	6.14%
Two or More Races	2	4017		100%		50%		0%	96.50%	51.50%	5.50%
Currently Emergent Bilingual	69	3656		62.32%		15.94%		1.45%	59.23%	18.52%	3.65%
Special Ed Indicator	36	3471	12	33.33%	0	0%	0	0%	39.92%	3.78%	1%