

Houston Independent School District
196 Longfellow Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

We are a community of global leaders and learners living the 8 Habits to make a positive impact in our world.

Vision

Our campus vision is to provide the highest quality education to ensure that 100% of Longfellow students are fully prepared for the next grade level.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Longfellow Elementary is a performing fine arts magnet school located at 3617 Norris Drive in Houston, Texas. We are located in the Woodside neighborhood near the 610 and Stella Link intersection. We serve approximately 670 students. The population of our student body is 60% African America, 24% Hispanic, and 6% Caucasian and 8% Asian. 72% of our students qualify for free or reduced lunch.

Our student enrollment has fluctuated over the year.

Year	Enrollment
2017-2018	790
2018-2019	747
2019-2020	722
2020-2021	666
2021-2022	682

Our enrollment saw an all time high in 2017-2018 after Longfellow was a Hub school after Hurricane Harvey. Historically our enrollment is around 720 students. We saw a steep decline in enrollment in the 2020-2021 due to the Covid-19 pandemic. For the current 2021-22 school year our enrollment is beginning to recover. Our magnet recruiting efforts led to approximately 50% of our new kindergarten enrollments coming from our magnet program.

Our campus attendance has consistently dropped the last three years.

Year	Attendance Rate
2018-2019	96.4%
2019-2020	95.2%
2020-2021	92.5%

We offer the following programs: ESL, Gifted and Talented, Special Education (Resource, Self-contained SLL, and Self-contained PALS), Performing Fine Arts, and the Leader in Me.

15% of our students are ELs, 11% of our students are GT, and 4% of our students are homeless. 25% of our students are on a magnet transfer.

All students regardless of magnet status participate in our fine arts and Leader in Me programs.

Our campus has 37 full time teachers. 100% of teachers are fully certified in the content they teach. Five of our teachers specialize in the Fine Arts. We offer band, orchestra, dance, visual arts, and choir. We have three full time special education teachers and we offer resource, SLL, and PALS programs. We have administrative staff of six. This includes the principal, two specialist, a technologist, a SEL coordinator, and a magnet coordinator.

Demographics Strengths

Longfellow has an award winning performing fine arts program. All students PK - 1 rotate between all the fine art disciplines offered (dance, orchestra, band, choir, and visual art). Students in second grade select their fine art disciplines and have instruction in that discipline three times a week. Students who remain in the same discipline from second through fifth grade tend to join middle school fine arts programs at the advanced level.

Our campus staff has minimal turn over each school year. We have on average 2 to 3 new teachers per school year.

Longfellow Elementary has reduced out of school suspensions and disciplinary referrals over the past three year through the implementation of campus-wide restorative practices including weekly community building circles.

Longfellow Elementary is a Leader in Me Lighthouse campus, one of two throughout the district. Lighthouse status was granted in 2015 and renewed in 2017 and 2019. 100% students are regularly exposed to the Covey's 7 Habits of Highly of Effective People.

90% of parents regularly engage with school communication through Class Dojo and school events such as meet the teacher, open house, and coffee with the principal. Longfellow has an active PTO.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Declining Attendance Rate **Root Cause:** Modality of instruction, Covid-19

Problem of Practice 2: Declining Enrollment **Root Cause:** Covid-19 concerns

Student Learning

Student Learning Summary

Prior to Covid 19, our had campus strong gains, particularly in student performance. Our campus improved its TEA rating from a 'D' in 2017-2018 to a 'B' in 2018-2019. When Covid-19 hit in March of 2020, based on campus data of student growth, we were on track to improve to an A. After we switched to virtual instruction, student engagement and rigor of instruction dropped. We saw large drops in our STAAR Scores. 50% of our students were at the approaches level on the 2021 reading STAAR, compared to 71% in 2019. Our 2021 math scores lagged 15 percentage points behind reading. Historically our students perform similarly on math and reading assessments. Notable is our Hispanic student population, who out performed African American students in the 2021 STAAR. This correlates with attendance records.

STAAR participation rates for the 2021 exam was 50% for our campus.

During the 2020-21 school year our students regressed as measured by the Renaissance 360 exams. During this past school year there were many disruptions and class rosters changed each grading cycle as students opted for either virtual or face to face instruction.

Our High Frequency Word Data was particularly lower in first grade. 22 students did not meet standard at the end of First grade.

TABLE 1: Reading

Year/Grade		Subject: Reading														
		Campus Composite All Students			African American			Hispanic			White			Special Education		
		%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	
2017		74	46	20	72	41	15	72	43	18	90	77	48	57	3	
2018		69	31	14	62	27	8	66	38	18	89	71	57	29	1	
2019		71	35	18	68	31	12	73	36	19	88	58	44	28	1	
2021		50	27	12	36	15	5	60	20	12n/a	n/a	n/a		8		
Third Grade		All Students			African American			Hispanic			White			Special Education		
		%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	
2017		56	32	21	51	26	12	63	32	26	67	56	33	20		
2018		68	30	20	69	25	11	61	32	29	80	80	80	40	1	
2019		64	30	18	56	24	11	67	29	17	100	40	40	11		
2021		51	21	5	28	8	0	75	17	8n/a	n/a	n/a		20		

Subject: Reading

Fourth Grade														
All Students		African American			Hispanic			White			Special Education			
%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters
2017	72	40	25	65	29	16	68	41	21	100	67	61	43	1
2018	59	33	15	54	26	11	55	31	7	90	80	60	15	
2019	72	41	17	72	35	13	75	46	21	60	60	30	31	2
2021	52	32	15	37	20	10	53	37	11n/a	n/a	n/a		0	

Fifth Grade														
All Students		African American			Hispanic			White			Special Education			
%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters
2017	82	51	28	85	51	26	76	44	26	60	50	40	56	2
2018	80	43	20	80	35	14	74	46	17	67	69	50	40	1
2019	77	38	21	75	31	13	80	40	28	83	83	83	33	1
2021	50	26	14	43	21	3	53	5	16	0	0	0	0	

Table 2: Math

Subject: Math

Year/Grade

Campus Composite														
All Students		African American			Hispanic			White			Special Education			
%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters
2017	76	39	26	74	32	20	72	46	24	94	60	55	61	2
2018	69	33	13	65	26	8	70	36	12	89	57	43	29	1
2019	73	35	21	68	30	12	71	34	19	94	56	43	48	1
2021	35	10	5	22	2	2	38	14	8n/a	n/a	n/a		12	

Third Grade														
All Students		African American			Hispanic			White			Special Education			
%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters
2017	64	24	10	62	21	10	68	26	5	56	11	0	40	2
2018	63	29	11	61	26	7	61	24	9	60	60	60	0	
2019	68	32	19	65	23	11	63	28	17	100	80	60	33	
2021	43	12	2	29	0	0	50	17	8n/a	n/a	n/a		20	

Fourth Grade														
All Students		African American			Hispanic			White			Special Education			
%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters
2017	72	40	25	65	29	16	68	41	21	100	67	61	43	1

														Subject: Math	
2018	60	29	16	57	23	12	48	34	14	90	50	30	15		
2019	73	39	23	72	39	20	75	32	18	80	40	40	20		
2021	34	10	7	25	7	7	32	11	0n/a	n/a	n/a		17		
Fifth Grade															
All Students															
African American				Hispanic				White				Special Education			
%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets		
2017	83	47	19	86	44	15	71	56	24	80	50	40	67	5	
2018	83	40	12	58	24	14	63	40	19	100	63	44	33	1	
2019	78	35	21	76	32	15	76	32	24	100	50	50	67	2	
2021	31	8	6	19	0	0	39	17	11	0	0	0	0		

Table 3: Writing

															Subject: Writing	
Year/Grade																
Campus Composite																
All Students																
African American				Hispanic				White				Special Education				
%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Mast		
2017	72	46	13	71	41	10	60	43	6	89	78	39	22	0		
2018	51	32	5	46	30	1	50	29	4	70	50	40	8	8		
2019	76	37	13	75	36	11	79	32	11	100	40	40	38	28		
2021	48	19	7	46	11	0	37	21	11	0	0	0	33	0		

Table 4: Science

															Subject: Science	
Year/Grade																
Campus Composite																
All Students																
African American				Hispanic				White				Special Education				
%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Mast		
2017	61	27	10	61	24	6	59	29	6	50	30	30	11	0		
2018	67	33	13	56	21	5	71	31	11	94	69	44	20	10		
2019	58	32	10	49	26	5	72	40	16	83	67	17	20	13		
2021	29	12	2	7	0	0	47	21	0	0	0	0	0	0		

Table 5: 2020-2021 High Frequency Word Evaluations

	First Administration				Second Administration				Third Administration				Combined			
	Number Passing	%age Passing	Number failing	%age failing	Number Passing	%age Passing	Number Failing	%age failing	Number Passing	%age Passing	Number failing	%age failing	Number Passing	%age Passing	Number Failing	%age failing
First Grade	34	45.2	46	55.70%	18	39%	28	60%	12	35%	22	65%	64	74%	22	26%
Second Grade	61	78%	17	21%	3	15%	17	85%	8	40%	12	60%	72	86%	12	14%
Total	95	60%	63	40%	21	32%	45	68%	20	37%	34	63%	136	72%	34	25%

Table 6: 2020-2021 Renaissance Reading Data

Kindergarten	At above	On watch	Intervention	Urgent Intervention
BOY	78%	10%	9%	3%
MOY	73%	7%	9%	10%
EOY	66%	13%	10%	11%
First Grade	At above	On watch	Intervention	Urgent Intervention
BOY	69%	10%	13%	8%
MOY	61%	12%	7%	20%
EOY	61%	13%	12%	14%
Second Grade	At above	On watch	Intervention	Urgent Intervention
BOY	65%	14%	4%	17%
MOY	46%	15%	19%	20%
EOY	35%	13%	14%	27%

Table 7: 2020-2021 Renaissance Math Data

First Grade	At/Above	On Watch	Intervention	Urgent Intervention
BOY	88%	7%	5%	0%
MOY	71%	10%	10%	8%
EOY	66%	12%	11%	11%
Second Grade	At/Above	On Watch	Intervention	Urgent Intervention
BOY	65%	10%	17%	9%

First Grade	At/Above	On Watch	Intervention	Urgent Intervention
MOY	55%	8%	15%	22%
EOY	52%	13%	10%	24%

Student Learning Strengths

Our campus received a 'B' rating from TEA in 2019. Our reading scores for the 2021 STAAR were consistent across grade levels. Each grade level had about 50% of their students pass at the approaches level on STAAR. 60% of Hispanic students were successful at the approaches levels on STAAR in 2021. These students had on average 95% attendance or better.

Our second grade students performed better than anticipated on the high frequency exam with only 12 students not meeting the standard. That is the typical number of students we see not meeting the high frequency word exam standard in non-pandemic year.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): SPED low performing **Root Cause:** Modality of instruction

Problem of Practice 2 (Prioritized): Low math student performance **Root Cause:** Modality of instruction, inconsistent campus routines

Problem of Practice 3 (Prioritized): Declining Attendance Rate **Root Cause:** Modality of instruction, Covid-19

Problem of Practice 4: Declining staff attendance rate **Root Cause:** Covid-19 health concerns and mental health

School Processes & Programs

School Processes & Programs Summary

Student programming

Longfellow offers the following programming for students: General Education, ESL, Gifted and talented, Dyslexia, Fine Arts, Special education (Resource, speech, SLL, and PALS). In the 2020-2021 school year, we offered concurrent instruction for virtual and face to face students. Approximately 60% of our students were virtual in the 2020-2021 school year.

Longfellow offers many extracurricular activities including soccer, basketball, cheer, chess club, and UIL. Longfellow partners with Zenith Learning to provide after school care to students until 6pm.

Staff Recruitment

Annually, Longfellow averages 3 new teachers. Recruitment efforts include social networking, attending HISD job fairs, and retaining candidates with highly qualified resumes. At Longfellow, we recruit teaching assistants who have career goals to become a full-time teacher. We provide TAs with professional opportunities to ensure once fully qualified, they can transition into a full-time teaching position. We partner with Teach for America. We currently have one TFA teacher on campus. ESL vacancies particularly difficult to staff.

Professional Practices

The campus has a clear organization that outlines roles and responsibilities of administrators, teachers, and support staff. Annually the campus hosts a leadership conference to build capacity in administrators and teacher leaders. Lead teachers are identified and supported to eventually become campus administrators. Three of our recent administrators were campus teachers.

Teachers and administrators meet quarterly to review students and create action plans for instruction. Teacher and administrators meet weekly in PLC to create TEKS aligned lessons. Lesson plans are turned in weekly and reviewed by administrators.

School instructional procedures

All classrooms have posted, TEKS aligned objectives and vocabulary. Students maintain data binders to track their own growth and development. Campus schedule reflects bell to bell teaching. Arrival and dismissal procedures are based on the classroom to allow students to continue to work during these procedures. Students have access to technology in all classrooms. Students go weekly to the library and science lab.

Teacher meet weekly to lesson plan in PLC.

School Processes & Programs Strengths

Teachers plan weekly in PLCs to create TEKS aligned lessons for students. Students complete regular assessments so teachers can review data and provide targeted instruction.

After summative assessments, teachers meet with their appraisers to review data and creation action plans.

In 2020-2021, teachers collaborated to create 100% digital lessons for online learners. In 2020-21 any student who needed a device or internet, had it provided at no cost.

Our Leader in Me Program is formally recognized by Franklin Covey as a Lighthouse campus, as we routinely provide leadership instruction around the Seven Habits of Highly Effective People.

Our Magnet program has students competing and winning in many district and city competitions. Notable is our annual performance in the orchestra solo fest where many students receive gold medals.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Equity of after-school care **Root Cause:** Lack of financial aid

Problem of Practice 2: ESL recruitment **Root Cause:** Lack of dual certified teachers

Perceptions

Perceptions Summary

Student engagement

In the 2020-21 school year, our attendance rate dropped to 92.5%, with our special education and African American groups having the lowest attendance rates with approximately 90% attendance. This is lower than previous years. Parents cited COVID-19 concerns, quarantining, and transportation as reasons for keeping their children home.

Staff Engagement

Staff turn over averages with three new teachers annually. First year teachers are assigned mentors and new teachers to the campus with previous teaching experience are provided an unofficial HISD mentor teacher. Teachers have a variety of leadership opportunities. Annually, we host a leadership conference to include teachers in campus-level decision making. In the 2020-21 year, staff attendance rates suffered. Multiple teachers were on FMLA and due to quarantining procedures, several teachers missed more than 20 days of instruction.

Parent Engagement

Longfellow utilizes Class Dojo to communicate with our families. 95% of our families are connected with the App. Longfellow has an active PTO. In the 2020-21 school year, parents voted to switch from a PTA to a PTO. The PTO plans annual events to engage our families.

Over 90% of parents engage with the school by attending at least one of the following events: Meet the teacher, Open House, Parent-Teacher conferences, and Coffee with the Principal.

The school has parental and community engagement in our quarterly SDMC meetings.

Perceptions Strengths

Our fine arts program is well known in the community. We have seen an increase in magnet applications this school year, specifically 50% more kindergarten families selected Longfellow compared to last school year.

We have strong staff and parent engagement. 95% of Highly Effective teachers stay each year. Teachers cite the support they receive and the strong school community as a reason why they remain at Longfellow.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Declining Attendance Rate **Root Cause:** Modality of instruction, Covid-19

Problem of Practice 2: Declining staff attendance rate **Root Cause:** Covid-19 health concerns and mental health

Priority Problems of Practice

Problem of Practice 1: Declining Attendance Rate

Root Cause 1: Modality of instruction, Covid-19

Problem of Practice 1 Areas: Demographics - Student Learning - Perceptions

Problem of Practice 2: SPED low performing

Root Cause 2: Modality of instruction

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: Low math student performance

Root Cause 3: Modality of instruction, inconsistent campus routines

Problem of Practice 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By May 2022, 90% of all first and second grade students will have passed the High Frequency Word exam compared to 80% of students passing in the 2020-21 school year. Evaluation Data Sources: High Frequency Word Data HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 95% of first and second grade students will complete at least 60 minutes of Imagine Language and Literacy each week.

Strategy's Expected Result/Impact: Students will have additional on level practice with literacy skills that will help make them successful on the High Frequency Word Exam.

Staff Responsible for Monitoring: First and second grade teachers, campus administration

Action Steps: Distribute devices for first and second grade students.
 Work with the teachers in PLC to ensure a dedicated intervention time where students have access to complete the Imagine Literacy requirements.

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2: By May 2022, 100% of students will have met at least once a week with their teacher in small group instruction to promote individual student needs.

Strategy's Expected Result/Impact: Students will make reading progress as measured by Renaissance 360, district and local assessments

Staff Responsible for Monitoring: First and second grade teachers, Campus administrators

Action Steps: Schedule frequent PLCs with teachers to provide support in creating student groups and small group instruction schedule
 Provide PD on small group instruction resources (Focused Intervention Kits)
 Weekly review of teacher small group data binder

Title I Schoolwide Elements: 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By May 2022, 29% of students will achieve the meets grade level performance standard on the reading STAAR exam compared to 21% in 2021. Evaluation Data Sources: STAAR data	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 100% of third grade students will engage in a daily intervention block where students will have access to targeted small group instruction.

Strategy's Expected Result/Impact: Students will receive accelerated instruction in reading to improve the percentage of students performing at the meets grade level performance.

Staff Responsible for Monitoring: Third grade teachers, Campus administrators

Action Steps: Schedule PLCs to support intervention block
 Train all teachers in intervention resources (Focused Intervention kits)
 Weekly monitoring of teacher small group binder

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2: 95% of students will complete at least one hour of Imagine Literacy and Language weekly.

Strategy's Expected Result/Impact: Additional targeted practice will help advance students from approaches to meets grade level expectations.

Staff Responsible for Monitoring: Third grade teachers, Administrators

Action Steps: Distribute devices to students to be able to complete the Imagine Literacy requirements.
 Plan with teachers in PLC to structure the intervention block to include time for students to meet with their teacher and use Imagine resource.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: By May 2022, the percentage of students in second grade performing at the Intervention or Urgent Intervention level in the Renaissance 360 reading exam will decrease by 8% from 41% in the 2020-21 school year to 33% in the 2021-22 school year. Evaluation Data Sources: Renaissance 360 Data HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: 95% of first and second grade students will complete at least 60 minutes of Imagine Language and Literacy each week.

Strategy's Expected Result/Impact: Additional time for students using on level intervention tool will increase the percentage of students meeting standard in Renaissance.

Staff Responsible for Monitoring: Second Grade teachers, Administration

Action Steps: Schedule PLC to review intervention block routines
Monitor Imagine language and literacy weekly.

Title I Schoolwide Elements: 2.4, 2.5 - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By May 2022, decrease the percentage of first and second grade students in the Intervention and Urgent Intervention categories in Renaissance math data by 8%. Evaluation Data Sources: Renaissance Data HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 95% of first and second grade students will complete at least 60 minutes of Imagine math each week.

Strategy's Expected Result/Impact: Targeted math instruction on the students' individual levels will increase performance on the Renaissance 360 math exam.

Staff Responsible for Monitoring: First and second teachers, Campus administrators

Action Steps: Distribute devices to students
 Provide PD for teachers in Imagine Math
 Meet with teachers in PLC to review the intervention block structure
 Provide ongoing teacher feedback

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2: By May 2022, 100% of first and second grade students will have met at least once a week with their teachers in small group instruction to promote individual student needs.

Strategy's Expected Result/Impact: Targeted instruction using a researched based intervention program will allow students to make progress toward their Renaissance 360 exam.

Staff Responsible for Monitoring: First and second grade teachers, Campus administration

Action Steps: Schedule frequent PLCs with teachers to provide support in creating student groups and small group instruction schedule
 Provide PD on small group instruction resources (Focused Intervention Kits)
 Weekly review of teacher small group data binder

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2: The percentage of 3rd grade students meeting grade level standard on the 2021 STAAR math will increase to 18% compared to 10% in 2021. Evaluation Data Sources: STAAR data				

Strategy 1: 95% of 3rd grade students will complete at least 60 minutes of Imagine Math each week.

Strategy's Expected Result/Impact: Individualized instruction will allow students move from the approaches level to meet level on STAAR.

Staff Responsible for Monitoring: Third grade teachers, Campus administrators

Action Steps: Distribute student devices
 Provide PD to third grade math teachers on Imagine Math
 Schedule PLC with teachers to review the intervention block structure.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2: 100% of third grades students will meet at least once a week with their math teacher in small groups to receive targeted instruction using a research based intervention tool.

Strategy's Expected Result/Impact: Targeted instruction will fill student learning gaps so they can progress from the approaches level to the meets level of performance on STAAR.

Staff Responsible for Monitoring: Third grade teachers, administrators

Action Steps: Develop small group schedule
 Develop flexible small groups
 Review the intervention Block
 Provide PD for teachers in the small group resource

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3: 100% of first and second grade students will receive daily math instruction using Every Day Counts. Evaluation Data Sources: Campus lesson plans and administrator observations				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: 100% of Longfellow math teachers will be trained in implementing Every Day Counts Calendar math.

Strategy's Expected Result/Impact: Successful professional development will lead to strong classroom implementation

Staff Responsible for Monitoring: All math teachers, Administration

Action Steps: Schedule Professional Development
Schedule follow up PLC

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: During the 2021-22 school year, 100% of students who participated in state testing in 2021 will make one year's progress as measured by STAAR. Evaluation Data Sources: STAAR	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Develop tracking system for 100% students who participated in the 2021 STAAR that includes starting points, high leverage skills, and progress monitoring.

Strategy's Expected Result/Impact: Strategic tracking and including skill deficits will allow teachers to provide targeted instruction leading to student growth.

Staff Responsible for Monitoring: Fourth and Fifth grade teacher, Special education teachers, Campus administration

Action Steps: Identify students who participated in STAAR
 Identify student starting points with BOY assessment
 Identify high leverage skills as shown by the Renaissance assessment

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2: 100% of fourth and fifth grade students who participated in the 2021 STAAR will participate in a 45 minute intervention block daily.

Strategy's Expected Result/Impact: Students receiving targeted on level instruction will allow them to make adequate yearly progress.

Staff Responsible for Monitoring: Fourth and Fifth grade teacher, Special education teachers, Campus administration

Action Steps: Identify students who participated in STAAR in 2021 and place them in an appropriate intervention group
 Provide PD for teachers on the researched based intervention tools
 Administrators provide weekly feedback on the intervention block

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By May 2022 the percentage of second grade students performing at or above grade level on the Renaissance 360 reading exam will increase by 8% from 35% in the 2020-21 school year to 43% in the 2021-22 school year. Evaluation Data Sources: Renaissance 360 data	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: 95% of first and second grade students will complete at least 60 minutes of Imagine literacy and language each week

Strategy's Expected Result/Impact: Additional time practicing on a student's individual level will help accelerate student learning

Staff Responsible for Monitoring: All Reading teachers, campus administration

Action Steps: Review intervention block with all reading teachers
Weekly Imagine Literacy and Language usage reports

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: By May 2022 the percentage of second grade students performing at or above grade level on the Renaissance 360 math exam will increase by 8% from 52% in the 2020-21 school year to 60% in the 2021-22 school year. Evaluation Data Sources: Renaissance 360 data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 95% of first and second grade students will complete at least 60 minutes of math each week

Strategy's Expected Result/Impact: Students will have additional on-level math practice which will help them make progress on their math assessment

Staff Responsible for Monitoring: All math teachers, campus administration

Action Steps: Review Imagine math data weekly
Schedule PLC with teachers to provide an overview of the intervention block

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By May 2022, 8% of students with IEPs will perform at the Meets Grade Level standard on the reading STAAR compared to 0% in 2021. Evaluation Data Sources: STAAR data	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 100% of students in grades 3 - 5 with IEPs will be included the daily intervention block.

Strategy's Expected Result/Impact: Students will get additional intervention time outside of their designated IEP resource time helping students to move beyond the approaches grade level standard.

Staff Responsible for Monitoring: Third, Fourth, Fifth grade teachers, Special education teacher, administrative team

Action Steps: Train teachers in the resource based intervention tool
Review student data and place students in appropriate intervention groups.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2: 100% of students with IEPs will remain in IEP compliance for the 2021-2022 school year.

Strategy's Expected Result/Impact: Staying in IEP compliance will ensure that students are provided with all of the resource and support minutes in their IEPs

Staff Responsible for Monitoring: Special Education chairperson, Principal

Action Steps: Provide training for general education teachers on special education expectations
Identify all students with IEPs and create an IEP compliance tracker

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By June 2022 100% of students who did not reach the approaches grade level standard on the STAAR Reading exam will have received 30 hours of accelerated instruction Evaluation Data Sources: Campus HB4545 Records	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Train all reading teachers in the Teacher Created Materials Focus Intervention kit

Strategy's Expected Result/Impact: Successful teacher training will lead to strong implementation

Staff Responsible for Monitoring: All reading teachers, Campus Administration

Action Steps: Schedule Professional Development
Schedule Follow-up PLC support

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: By May 2022 the percentage of students with IEPS who score at or above grade level on the Renaissance 360 Reading exam will increase by 8% from 2% in the 2020-21 school year to the 2021-22 school year. Evaluation Data Sources: Renaissance 360 data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 95% of students with IEPs will complete at least 60 minutes of Imagine Language and Literacy a week.

Strategy's Expected Result/Impact: Additional on level instruction

Staff Responsible for Monitoring: All reading teacher, Special education teachers, campus administrators





Action Steps: Train staff in Imagine Literacy and Language
Review Intervention block with all teachers
Weekly monitoring of Imagine Literacy and Language usage

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By May 2022 Longfellow will increase the average daily attendance rate to 95% compared to 92% in the 2020-2021 school year. Evaluation Data Sources: Campus Attendance data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Conduct daily call outs for all students who are not present in school by 8:30am.

Strategy's Expected Result/Impact: Increase campus attendance rate

Staff Responsible for Monitoring: Administration, all teachers, support staff





Action Steps: Develop campus action plan for listing out who is not present prior to ADA being taken
Develop tracking system

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By May 2022 Longfellow will decrease the number of incidents reports by 10% from 14 incidents in 2020-21 to 12 incidents in the 2021-22 school year. Evaluation Data Sources: Campus discipline data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 100% of students will engaged in Tier 1 community building circles weekly.

Strategy's Expected Result/Impact: Reduction of campus discipline incidents

Staff Responsible for Monitoring: Administration, teachers





Action Steps: Send weekly community building circle plans to teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By May 2022 Longfellow will reduce the number of cases of bullying being reported from 3 in 2020-21 to 2 in the 2021-2022 school year. Evaluation Data Sources: Campus data	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 100% of classes will have monthly SEL lessons around bullying prevention by the Campus SEL specialist.

Strategy's Expected Result/Impact: Reduction in bullying reported

Staff Responsible for Monitoring: Administration, SEL Specialist





Action Steps: Create monthly check in schedule

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By May 2022 increase the percentage of students with IEPs who achieve the approaches level on STAAR reading by 8% from 8% approaching grade level in 2020-21 to 16% approaching grade level in the 2021-2022 school year. Evaluation Data Sources: STAAR	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 100% of students with IEPs will receive small group instruction outside of their resource time at least once a week.

Strategy's Expected Result/Impact: Increase reading performance

Staff Responsible for Monitoring: teachers, administration





Action Steps: Schedule PLC to review small groups and scheduling
 Monthly check ins with teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase the percentage of EL students who reach the approaches grade level standard on STAAR by 8% from 54% in 2020-21 to 62% in the 2021-22 school year. Evaluation Data Sources: STAAR	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 100% of EL students will have small group instruction using a research based intervention tool at least once a week.

Strategy's Expected Result/Impact: Increased reading performance

Staff Responsible for Monitoring: All teachers, administrators





Action Steps: Schedule PLC to meet with grade level teachers to review intervention block
 Ensure campus groups are set so all students are seen at least once a week in small group
 Monthly monitoring by campus administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of Longfellow parents will have signed up for Class Dojo Evaluation Data Sources: Class DoJo usage report	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 100% of teachers will contact any parent who has not signed up for Class DoJo by October 1st, 2021 and assist them in signing up for the communication tool

Strategy's Expected Result/Impact: More opportunities to directly communicate with families and have two way communication

Staff Responsible for Monitoring: Classroom teachers, Administrators

Action Steps: Review class lists in Class Dojo
Reach out to families who are not connected in Class DoJo

Title I Schoolwide Elements: 3.1, 3.2 - **Comprehensive Support Strategy**

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: No School Nurse Estimated number of students to be screened: 250 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Partner with HISD Health and Medical Services to ensure compliance of immunization

Strategy's Expected Result/Impact: Immunization compliance

Staff Responsible for Monitoring: Administration

Action Steps: E-mail health and medical services for hourly nurse support

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: No school nurse Estimated number of students to be screened: 400 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Partner with HISD Health and Medical Services to ensure compliance of vision screening

Strategy's Expected Result/Impact: compliance of vision screening

Staff Responsible for Monitoring: Administration

Action Steps: E-mail health and medical services for hourly nurse support

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: No School Nurse Estimated number of students to be screened: 400 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Partner with HISD Health and Medical Services to ensure compliance of hearing screenings

Strategy's Expected Result/Impact: compliance of hearing screenings

Staff Responsible for Monitoring: Administrator

Action Steps: E-mail health and medical services for hourly nurse support

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: No School Nurse Estimated number of students to be screened: 300 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Partner with HISD Health and Medical Services to ensure compliance of diabetes screening

Strategy's Expected Result/Impact: compliance of diabetes screening

Staff Responsible for Monitoring: Administrator

Action Steps: E-mail health and medical services for hourly nurse support

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June





Measurable Objective 6 Details	Reviews			
<p>Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
<p>Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Patricia Benitez Number of AEDs on campus: 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of Longfellow students will participate in 50 minutes of PE a week. Evaluation Data Sources: PEIMS	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Schedule all students to receive at least 50 minutes of physical education a week.

Strategy's Expected Result/Impact: Promote positive student health

Staff Responsible for Monitoring: Campus PE Teacher, administration

Action Steps: Review student schedules

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 196 Longfellow Elementary School

Total SCE Funds: \$57,545.87

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Student classroom supplies, staffing, and technology

Personnel for 196 Longfellow Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sosa Iii, Robert	Tchr, Multi-Grade	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Longfellow SDMC.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: Providing ongoing feedback through monthly scheduled meetings with the principal, surveys, and reviewing campus data.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: Frequent progress monitoring of students through Renaissance 360 assessment, District and Local Assessments, and weekly PLCs.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: The Longfellow Elementary Website

The SIP was made available to parents by: The campus principal

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: all tiers of instruction, bell to bell instruction, and after-school tutorials.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: Develop campus systems that increase time in the classroom. Quarterly student data reviews to ensure that students receive targeted instruction.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: Weekly PLCs, Ongoing professional development opportunities
- Proficient Tier 1 explicit instruction taking place in all content areas: Researched based instructional tools and programs
- Bi-weekly AT BATs: Planned during PLCS
- Small Group Instruction based on student data needs: Takes place daily in all classrooms

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Patricia Benitez
- Administrator - Julia Griffin

The PFE was distributed

- On the campus website
- Class DoJo
- Open House

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Monthly Coffee with the Principal
- Weekly newsletter via Class DoJo
- Bi-annual parent-teacher conferences
- STEM and Literacy Night

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 9/30/2021 - 9am
- Meeting #1 Alternate - 9/30/2021 4pm
- Meeting #2 - 10/28/2021 - 9am
- Meeting #2 Alternate - 10/28/2021 4pm
- Meeting #3 - 01/27/2022 9am
- Meeting #3 Alternate - 01/27/2022 4pm
- Meeting #4 - 02/24/2022 9am
- Meeting #4 Alternate - 02/24/2022 4pm