

Houston Independent School District
196 Longfellow Elementary School
2022-2023 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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14

increase.

Board Goal 4: 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

16

3-8 Reading and STAAR EOC English I and II assessments will increase.

Board Goal 5: N/A - Additional Campus Goals 18 State Compensatory 33 Budget for 196 Longfellow Elementary School 34 Personnel for 196 Longfellow Elementary School 34

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 690 students. The population of our student body is 60% African American, 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 years. After a major decline in 2020 due the COVID-19 Pandemic, the campus is beginning to rebuild enrollment.

Year	Enrollment
2018-2019	747
2019-2020	722
2020-2021	666
2021-2022	682
2022-2023	689

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 four years years. The biggest declines came from COVID protocols, and requiring students to quarantine.

Year Attendance Rate

2018-2019 96.4%

2019-2020 95.2%

2020-2021 92.5%

2021-2022 90.4%

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 36 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 specialists, a counselor, 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 staff 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:** Covid 19 Pandemic

Priority Problems of Practice

Problem of Practice 1: Declining Attendance Rate

Root Cause 1: Covid 19 Pandemic

Problem of Practice 1 Areas: Demographics

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
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
Emergent Bilingual (EB) /non-EB 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
Mobility rate, including longitudinal 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
Equity data

Parent/Community Data

Parent surveys and/or other feedback
Parent engagement rate

Support Systems and Other Data

Organizational structure data
Processes and procedures for teaching and learning, including program implementation
Communications data
Capacity and resources data
Budgets/entitlements and expenditures data
Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR

By May 2023 49% of third graders will achieve the meets grade level performance standard on the STAAR exam compared with 41% in 2022.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By May 2023 49% of third graders will achieve the meets grade level performance standard on the STAAR exam compared with 41% in 2022.

Evaluation Data Sources: STAAR data

HB3 Board Goal

Strategy 1: 95% of first, second, and third 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, second, and third grade teachers, campus administration **Action Steps:** Distribute devices for first and second grade classes.

Create computer lab schedule.

Work with teachers in PLC to ensure a dedicated intervention time where student have dedicated time to complete their Imagine Literacy requirements.

Title I:

Strategy 1 Details Reviews

2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



Formative Summative Nov Jan Mar June

Strategy 2 Details Reviews

Strategy 2: By May 2023, 100% of first, second, and third grade 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 second and third grade teachers, campus administration
Action Steps: Schedule PLCS to provide support to teachers with creating their small group schedules. Provide Professional Development on small group instruction resources (Focus Intervention Kits). Weekly review of teacher small group data binder.

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability



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Strategy 3 Details Reviews

Strategy 3: By May 2023 100% of first, second, and third grade teacher will have successfully completed The Science of Teaching Reading professional develop and implement strategies in their classrooms.

Strategy's Expected Result/Impact: Teaching using the concepts and skills taught in The Science of Teaching Reading will ensure that all students and being taught in the correct manner and will positively impact state, district, and local assessment outcomes.

Staff Responsible for Monitoring: Campus Administration

Action Steps: Provide time for teachers to complete the Science of Teaching Reading Modules. Schedule quarterly PLCs to support teachers with the implementation of The Science of Teaching Reading.

Title I:

2.4, 2.5, 2.6



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Board Goal 2: 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.

Goal 1: MATH

By May 2023, decrease the percentage of first and second grade students in the Intervention and Urgent Intervention categories in Renaissance Math by 8%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By May 2023, decrease the percentage of first and second grade students in the Intervention and Urgent Intervention categories in Renaissance Math by 8%.

Evaluation Data Sources: Renaissance Data

HB3 Board Goal

Strategy 1 Details Reviews

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 student's individual levels will increase performance on the Renaissance 360 Math Exam

Staff Responsible for Monitoring: first grade teachers, second grade teachers, and campus administrators **Action Steps:** Distribute devices to students
Provide professional development for teachers on Imagine Math
Meet with teachers during PLC to review the intervention block structure
Provide ongoing teacher feedback

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



Formative Summative Nov Jan Mar June

Strategy 2 Details Reviews

Strategy 2: My 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 on their Renaissance 360 Math Exam.

Staff Responsible for Monitoring: first grade teachers, second grade teacher, and campus administrators. **Action Steps:** Schedule PLCs to provide support for creating and

maintaining intervention groups and schedule Provide professional development on small group instructions resources
Weekly review of teacher's small group data binder

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results**

Driven Accountability



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Strategy 3: 100% of first, second and third grade teachers will participate in monthly vertically aligned planning sessions to create assessments and disaggregate data.

Strategy's Expected Result/Impact: Aligned, data driven planning will lead to intentional and effective Tier 1 instruction.

Staff Responsible for Monitoring: teachers and campus administrators

Action Steps: Provide professional development on the Backwards Planning Model.
Provide professional development on Data Disaggregation and Implementing DDI
Schedule Monthly Vertically Aligned Planning Sessions
Meet with teachers during PLC to review weekly lesson plans

Title I:

Strategy 3 Details Reviews

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results**

Driven Accountability



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No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 2: The percentage of 3rd grade students meeting grade level standard on the 2023 STAAR Math will increase to 21% compared to 13% in 2022.

Evaluation Data Sources: STAAR Data

HB3 Board Goal

Strategy 1 Details Reviews

Strategy 1: 95% of 3rd grade teachers will complete at least 60 minutes of Imagine Math each week. **Strategy's Expected Result/Impact:** Individualized instruction will allow students to progress from the approaches level to the meet level on STAAR.

Staff Responsible for Monitoring: third grade teachers and campus administrators

Action Steps: Distribute Student Devices

Provide PD to third grade teachers on Imagine Math

Schedule PLC with teachers to review the intervention block structure

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



Formative Summative Nov Jan Mar June

Strategy 2 Details Reviews

Strategy 2: 100% of third grade students will meet a least once a week with their math teacher in small groups to receive targeted instruction.

Strategy's Expected Result/Impact: Targeted instruction will bridge 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 and administrators

Action Steps: Develop small groups and schedule

Review intervention block

Provide PD for teachers in the small group resources

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



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Strategy 3 Details Reviews

Strategy 3: 100% third grade math teachers will participate in monthly DDI planning sessions. **Strategy's Expected Result/Impact:** Teachers will build capacity to deliver DDI increasing Tier 1 effectiveness. **Staff Responsible for Monitoring:** third grade teachers and administrators

Action Steps: Provide teachers with PD on DDI
Schedule planning sessions
Meet during PLC to collaborate on weekly lesson plans
Monitor and give teachers feedback

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



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No Progress Accomplished Continue/Modify Discontinue

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: SCHOOL PROGRESS

By May 2023, 98% of students who participated in state testing in 2022 will make one year's progress as measured by the STAAR, compared to 91% of student growth in 2021.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By May 2023, 98% of students who participated in state testing in 2022 will make one year's progress as measured by the STAAR, compared to 91% of student growth in 2021.

Evaluation Data Sources: STAAR data

HB3 Board Goal

Strategy 1: Implement a tracking systems for 100 of students who participated in the 2022 STAAR that includes students starting point, high leverage skills, and progress monitoring.

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

Staff Responsible for Monitoring: Fourth and fifth grade teachers, special education teachers, campus administration **Action Steps:** Identify students who participated in STAAR

Identify student starting points with renaissance BOY assessments

Identify high leverage skills as shown by the renaissance assessment.

Strategy 1 Details Reviews

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability



Formative Summative Nov Jan Mar June

Strategy 2 Details Reviews

Administrators will provide weekly feedback on the intervention block.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Strategy 2: 100% of fourth and fifth graders who participated in the 2022 STAAR will participate in a 45 minute intervention block 4 times a week.

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 teachers, special education staff, campus administration **Action Steps:** Identify students who participated in STAAR 2022 and place them in appropriate intervention groups. Provide professional development on the researched based intervention tools (Focus Intervention Kits).

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Strategy 3: 95% of all fourth and fifth grade students will completed at least 60 minutes of Imagine Literacy and Language and Imagine Math each week.

Strategy's Expected Result/Impact: Students will have additional on-level practice in reading and math which will help the make progress on the STAAR.

Staff Responsible for Monitoring: Fourth and fifth grade teachers, special education staff, campus administration **Action Steps:** Review Imagine math and Imagine Language data weekly

Schedule quarterly PLCs to review Imagine data to inform Tier I, Tier II, and Tier III instruction. Provide ongoing feedback to teachers during their intervention blocks.

Title I:

Strategy 3 Details Reviews

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Formative Summative Nov Jan Mar June



No Progress Accomplished Continue/Modify Discontinue

Board Goal 4: 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.

Goal 1: CLOSING THE GAPS

By May 2023, 40% of students with IEPs will perform at the Meets Grade Level standard on the STAAR Reading compared to 32% in the 2022.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By May 2023, 40% of students with IEPs will perform at the Meets Grade Level standard on the STAAR Reading compared to 32% in the 2022.

Evaluation Data Sources: STAAR Data

HB3 Board Goal

Strategy 1: 100% of students in grades 3-5 with IEPs will be included in 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: 3rd, 4th, 5th grade teachers, special education teachers, and administrative team **Action Steps:** Train teachers in the researched based intervention tool

Review student data and place students in appropriate intervention group
Monitor intervention

Title I:

Strategy 1 Details Reviews

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



Formative Summative Nov Jan Mar June

Strategy 2 Details Reviews

Strategy 2: 100% of students with IEPs will remain in IEP compliance for the 2022-2023 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 and person

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

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Title I:

Formative Summative Nov Jan Mar June



No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: By June 2023, 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

HB3 Board Goal

Strategy 1 Details Reviews

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 and Campus administration
Action Steps: Schedule professional development
Schedule follow up PLC support
Monitor implementation

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



Formative Summative Nov Jan Mar June

Title I:

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: By May 2023 Longfellow will increase the average daily attendance rate to 95% compared to 90.4% in the 2021-2022 school year.

Evaluation Data Sources: Campus attendance data

Strategy 1 Details Reviews

Strategy 1: Conduct daily call outs for students who are not present in school by 8:30am.
Strategy's Expected Result/Impact: Increase campus attendance rates
Staff Responsible for Monitoring: Administration, all teachers, support staff
Action Steps: Develop a campus action plan for listing out who is not present prior to

ADA being taken Identify staff members to call families

Create a campus tracking system to monitor frequently absent students

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Formative Summative Nov Jan Mar June



Strategy 2 Details Reviews

Strategy 2: Publicly recognize and reward students with a 95% attendance rate after each grading cycle. **Strategy's Expected Result/Impact:** Increased campus attendance

Staff Responsible for Monitoring: campus administration, SIR

Action Steps: Promote prizes for students

Access attendance reports after each grading cycle

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Formative Summative Nov Jan Mar June



Strategy 3 Details Reviews

Strategy 3: Conduct home visits and implement attendance contracts with any student who has more than 10 unexcused absences during the school year.

Strategy's Expected Result/Impact: Increased campus attendance rate.

Staff Responsible for Monitoring: Wrap around specialist, administration, SIR

Action Steps: Utilize the attendance analyzer in A4E to identify students with 10 or more absences Provide time for the wrap around specialist to be able to conduct home visits

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Formative Summative Nov Jan Mar June



No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: By May 2023 Longfellow will decrease the number of incident reports by 10% from 10 incidents in 2021-2022 to 9 incidents in 2022-2023.

Evaluation Data Sources: campus discipline data

Strategy 1: 100% of students will engage in Tier I community building circles weekly.
Strategy's Expected Result/Impact: Reduction of campus discipline incidents
Staff Responsible for Monitoring: Administration, Teachers, School Counselor
Action Steps: Send weekly community building circle plans to teachers

Title I:

2.4, 2.5, 2.6

Strategy 1 Details Reviews
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability



Formative Summative Nov Jan Mar June

Strategy 2: Campus will conduct monthly parent engagement meetings focused on being a partner in student achievement. **Strategy's Expected Result/Impact:** Decreased discipline incidents

Staff Responsible for Monitoring: Administration, Counselor

Action Steps: Schedule Monthly meetings
coordinate with the FACE department to target parent engagement strategies

Title I:

2.4, 2.5, 2.6

Strategy 2 Details Reviews
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability



Formative Summative Nov Jan Mar June

Strategy 3 Details Reviews

Strategy 3: 100% of students will participate in Weekly Leadership Lessons as part of The Leader in Me. **Strategy's Expected Result/Impact:** Decreased discipline incidents
Staff Responsible for Monitoring: all teachers, campus administrators
Action Steps: Include weekly leadership plans for teachers
Monthly professional development opportunities for teachers

2.4, 2.5, 2.6

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability



Formative Summative Nov Jan Mar June

Title I:

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: By May 2023 Longfellow will reduce the number of cases of reported bullying from 5 in 2021-2022 to 3 in 2022-2023.

Evaluation Data Sources: Campus Data

Strategy 1: 100% of students will have monthly SEL lessons around bullying prevention by the school counselor.. **Strategy's Expected Result/Impact:** Reduction in bullying reported

Staff Responsible for Monitoring: Counselor

Action Steps: Create monthly schedule
Work with HISD guidance department

Title I:

2.4, 2.5, 2.6

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Formative Summative Nov Jan Mar June



Strategy 2 Details Reviews

Strategy 2: Implement a student anti-bullying coalition that promotes positive peer mediation and awareness. **Strategy's Expected Result/Impact:** Reduction in bullying reported

Staff Responsible for Monitoring: SEL specialist

Action Steps: Create a student application for the coalition
Create a meeting schedule

Title I:

2.4, 2.5, 2.6

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Formative Summative Nov Jan Mar June



Strategy 3 Details Reviews

Strategy 3: Campus will conduct monthly parent engagement meetings focused on being a partner in student achievement. **Strategy's Expected Result/Impact:** reduce the number of bullying incidents

Staff Responsible for Monitoring: Counselor

SEL Coordinator

Action Steps: Schedule Monthly meetings
coordinate with the FACE department to target parent engagement strategies

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results
Driven Accountability**



Formative Summative Nov Jan Mar June

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: By May 2023 we will increase the percentage of students with IEPs who achieve the approaches level on STAAR reading from 50% in 2022 to 58% in 2023.

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: Increased reading performance

Staff Responsible for Monitoring: all teachers, administration, special education staff

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

Title I:

Strategy 1 Details Reviews

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



Formative Summative Nov Jan Mar June

Strategy 2 Details Reviews

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



Formative Summative Nov Jan Mar June

Strategy 2: 100% of students with IEPS will complete 60 minutes of Imagine Language and Literacy each week. **Strategy's Expected Result/Impact:** Increased reading achievement

Staff Responsible for Monitoring: All classroom teachers, special education staff, administration **Action Steps:** Ensure all teachers have intervention time scheduled

Issue out devices to students with IEPS
Monitor usage weekly

Title I:

Strategy 3 Details Reviews

Strategy 3: 100% of teachers will engage in quarterly special education professional development. **Strategy's Expected Result/Impact:** Increased student achievement
Staff Responsible for Monitoring: All campus teachers, special education staff, campus administration **Action Steps:** Schedule Professional Development sessions reach out to HISD office of special education for training support

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math
- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**



Formative Summative Nov Jan Mar June

No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: Increase the percentage of EL students who reach the approaches grade level standard on STARR by 8% from 79% in 2021-22 to 84% in the 2022-23 school year.

Strategy 1 Details Reviews

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 meetings 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

2.4, 2.5, 2.6



Formative Summative Nov Jan Mar June

Title I:

Strategy 2 Details Reviews

Strategy 2: 100% of EL students will receive sheltered instruction.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: All teachers, administrators

Action Steps: Sheltered instruction coordinator will attend district trainings Sheltered instruction coordinator will share and distribute information to ESL teachers Monitor and leave feedback

Title I:

2.4, 2.5, 2.6



Formative Summative Nov Jan Mar June

Strategy 3 Details Reviews

Strategy 3: 100% of EL students will be provided feedback on their writing, speaking, reading, and listening proficiency as it pertains to TELPAS

Strategy's Expected Result/Impact: Students will progress in their proficiency levels.

Staff Responsible for Monitoring: Teachers, administrators

Action Steps: Provide students with opportunities
Give feedback
Monitor

Title I:

2.4, 2.5, 2.6



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No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: 100% of Longfellow parents will signed up for Class Dojo

Evaluation Data Sources: Class Dojo Usage Report

Strategy 1 Details Reviews

Strategy 1: 100% of teachers will contact any parent who has not signed up for Class Dojo by October 1st, 2022 and assist them in signing up for the communication tool.

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

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Strategy 2 Details Reviews

Strategy 2: Post weekly information to our school story to keep parents informed what what is happening at the campus. **Strategy's Expected Result/Impact:** Increased parent involvement.

4.1, 4.2

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Staff Responsible for Monitoring: Campus administration

Action Steps: Ensure all parents are signed up for DoJo
Create a campus communication plan

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Title I:

No Progress Accomplished Continue/Modify Discontinue

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Hearing and Vision Screenings, Type 2 Diabetes, Spinal Screening, Medication Administration, and AED Maintenance Checks

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Immunization Monitoring: data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entered by Anna Vest, School Nurse
Estimated number of students screened: 250

Strategy 1 Details Reviews

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: School nurse and administration

Action Steps: Run immunization compliance report
Contact parents of students out of compliance

Update records

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No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: Vision and Hearing Screening at grades PK, K, 1, 3 and 5 will completed by the school nurse by December 10, 2022.

Evaluation Data Sources: Vision and Hearing screener data

Strategy 1 Details Reviews

Strategy 1: School nurse will conduct vision and hearing screeners. **Strategy's Expected Result/Impact:** Compliance of vision and hearing screening **Staff Responsible for**

Monitoring: School Nurse and administration

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Action Steps: Run compliance report
Screen students
update records



No Progress Accomplished Continue/Modify Discontinue

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

Measurable Objective 1: 100% of Longfellow students will participate in 50 minutes of PE a week.

Evaluation Data Sources: PIEMS

HB3 Board Goal

Strategy 1 Details Reviews

Strategy 1: Schedule all student to receive at least 50 minute of physical education a

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

Staff Responsible for Monitoring: Campus PE teacher, SIR, administration

Action Steps: Review student schedules

2.4, 2.5, 2.6

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability



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Title I:

No Progress Accomplished Continue/Modify Discontinue

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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: \$84,091.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Student classroom supplies, technology, tutorials , staffing

Personnel for 196 Longfellow Elementary School

Name Position FTE

Robert Sosa Teacher, PE 1