

## 2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district’s actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

<b>DCSI Attestation Form</b>	
<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
Henry Wadsworth Longfellow Middle School	Mr. Daniel Girard, Assistant Superintendant
<b>Campus Number:</b>	<b>Superintendent Name:</b>
015907050	Mr. Pedro Martinez
<b>Date:</b>	
Friday, October 30, 2020	



**CAMPUS INFORMATION**

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

<b>District Name</b>	San Antonio Independent School District	<b>Campus Name</b>	Henry Wadsworth Longfellow Middle School	<b>Superintendent</b>	Mr. Pedro Martinez	<b>Principal</b>	Ms. Nancy Rodriguez
<b>District Number</b>	015907	<b>Campus Number</b>	00000050	<b>District Coordinator of School Improvement (DCSI)</b>	Mr. Daniel Girard	<b>ESC Number</b>	20
<b>Is this a Turnaround Implementation Plan?</b>	Yes	<b>What Year was the TAP first implemented?</b>	2019-2020	<b>Was TAP Implementation Ordered or Voluntary?</b>	Ordered	<b>ESC Support</b>	Mr. Michael Torres

**ASSURANCES**

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Daniel Girard 10-28-2020
<b>Principal Supervisor</b> <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Nancy Rodriguez, October 28, 2020
<b>Board Approval Date</b>	14-12-2020	

**DATA ANALYSIS**

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptswr1.tea.texas.gov/perfreport/tapr/2019/index.html>

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	The following score improvements will raise Longfellow's overall accountability score from the forced failure scale score of 59 assigned in 2019 to a 73, which is equivalent to a "C" rating. Our campus performance will increase to a raw score of 34, which corresponds with a domain scale score of 64. Rationale: Campus performance improved from a raw score of 28 in 2018 to a raw score of 31 in 2019. The same rate of improvement from 2019 to the present would result in an increase of 3 raw score points, producing a raw score of 34 and a domain scale score of 64. <b>Domain 1:</b> Goal: Our campus performance will increase to a raw score of 34, which corresponds with a domain scale score of 77. Rationale: Campus performance improved from a raw score of 28 in 2018 to a raw score of 31 in 2019. The same rate of improvement from 2019 to the present would result in an increase of 3 raw score points, producing a raw score of 34 and a domain scale score of 77. <b>Domain 2B:</b> Goal: Our campus performance will increase to a raw score of 20, which corresponds with a domain scale score of 65. Rationale: Campus performance improved from a raw score of 2 in 2018 to a raw score of 7 in 2019. The same rate of improvement from 2019 to the present would effectuate an increase of 5 raw score points, resulting in an overall raw score of 12. However, meeting the TELPAS English language proficiency growth target -- a goal requiring a single additional student to achieve growth on the assessment -- would add 10 raw score points to our total, resulting in a campus raw score of 22. Allowing for a somewhat-reduced rate of improvement in the domain foci other than English language proficiency growth, we have set our domain goal at a raw score of 20, which corresponds with a scale score of 65.
	What changes in student group and subject performance are included in these goals?	Domain 1: This goal is predicated on raw score increases of 3 points at the meets level (and, consequently, the approaches level) for all students and all subpopulations on all administered STAARs. Domain 2B: This goal is predicated on increases of 3 points in growth in reading and math for all students and all subpopulations on all administered STAARs. Domain 3: This goal is predicated on raw score increases of 3 points at the meets level for all students on reading and math STAARs, increases of 3 points in growth for all students in reading and math, an increase of at least one point in English language proficiency growth (which would enable us to meet the state target and provide an overall increase of 10 points in Domain 3), and 3 point increases at the meets level (and, consequently, the approaches level) for all students and all subpopulations on all administered STAARs.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Not applicable

**CAMPUS FOCUS AREAS**

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

**PRIORITIZED FOCUS AREAS**

**Complete each section below (please refer to your RPA):**

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

**Rationale:** Explain the reason(s) this campus chose to focus on these Essential Actions this year.

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Rationale</b>	Leadership clarity is an important element in the campus's ability to maintain fidelity to instructional priorities.	While faculty has undertaken lesson planning due to administrative mandate, many individual teachers are still striving to recognize the instructional benefits resulting from conscientious planning.	While teachers have improved data analysis processes, overall, faculty continue to struggle with how to respond effectively to student data.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	The campus will secure internal support from school district department personnel and seek external support from Region 20 specialists as needed.	The campus will secure internal support from school district department personnel and seek external support from Region 20 specialists and Seidlitz consultants as needed.	The campus will secure internal support from school district department personnel and seek external support from Region 20 specialists and Seidlitz consultants as needed.
<b>Barriers to Address throughout this year</b>	Barriers to the development of campus leaders through the assignment of clear roles and responsibilities include the inconsistent prioritization of leadership team meetings (which results in inconsistency in the scheduling of leadership tasks) and the inconsistent implementation of PLC protocols by content team leaders.	Barriers to the implementation of objective-driven daily lesson plans with formative assessments include inconsistent teacher completion and submission of lesson plans, inconsistent teacher response to feedback provided by administrative team members, and inconsistent prioritization of administrative provision of timely lesson plan feedback.	The primary barrier to the implementation of data-driven instruction is the inconsistent core-team implementation of PLC protocols.
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	The campus will communicate this priority via team meetings, faculty meetings, and parent/community meetings. Information about this priority will be posted on school and district websites. The school will leverage the campus FACE specialist to present this information in a variety of formats on varying dates and times.	The campus will communicate this priority via team meetings, faculty meetings, and parent/community meetings. Information about this priority will be posted on school and district websites. The school will leverage the campus FACE specialist to present this information in a variety of formats on varying dates and times.	The campus will communicate this priority via team meetings, faculty meetings, and parent/community meetings. Information about this priority will be posted on school and district websites. The school will leverage the campus FACE specialist to present this information in a variety of formats on varying dates and times.
<b>Desired Annual Outcome</b>	Campus goals for the 2020-2021 school year include providing instructional leaders with clear, written, transparent roles and responsibilities; creating weekly calendars that display schedules of observations, debriefing meetings, leadership team meetings, and other core leadership tasks; and ensuring that instructional leaders use consistent written protocols and processes when leading department teams or grade-level teams.	Campus goals for the 2020-2021 school year include ensuring that all teachers create and submit daily lesson plans containing clear objectives, opening activities, time allotments for each lesson step, differentiated paths of instruction designed to achieve curricular goals, and daily formative assessments with exemplar responses; ensuring that campus instructional leaders review lesson plans weekly to verify alignment to standards, scope and sequence, and expected levels of rigor; and ensuring that campus instructional leaders provide teachers with timely lesson plan feedback and lesson planning support.	Campus goals for the 2020-2021 school year include ensuring that teachers use corrective instruction action planning processes – both individually and in PLCs – to analyze data, identify trends in student misconceptions, determine root causes of students' failure to master concepts, and create reteaching plans to address learning gaps and deficiencies; and ensuring that teacher teams have designated times enshrined in the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and adjustments to instructional delivery intended to meet the needs of both struggling and advanced learners.

<p><b>District Commitment Theory of Action</b></p>	<p>If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, and if the district supports principals by protecting the time they dedicate to school instructional leadership, then the leadership team will be more effective in developing teacher leaders and systems to leverage student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and supports effective planning methodologies, then teachers will be able to align their lessons to the rigorous levels of the state standards and create daily formative checks to gauge student progress.</p>	<p>If district-provided assessments are graded by the district, if the district ensures schools receive detailed reports of said assessment data within two instructional days, and if the district implements and maintains effective systems for identifying and supporting struggling learners, then teachers will be able to address the needs of all students in order to close achievement gaps.</p>
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STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

\*\* To enforce access, select the View tab and click the Freeze Data button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal	
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	59%		MAP BOY	Baseline Data	66%	MAP MOY	67%	62%	STAAR	68%	43%	69%
		All	All	Reading	Meets	STAAR	26%		MAP BOY	Baseline Data	26%	MAP MOY	27%	26%	STAAR	28%	15%	29%
		All	All	Reading	Masters	STAAR	11%		MAP BOY	Baseline Data	8%	MAP MOY	10%	11%	STAAR	12%	4%	14%
		All	All	Mathematics	Approaches	STAAR	63%		MAP BOY	Baseline Data	56%	MAP MOY	59%	53%	STAAR	63%	24%	66%
		All	All	Mathematics	Meets	STAAR	22%		MAP BOY	Baseline Data	12%	MAP MOY	16%	10.4%	STAAR	20%	7%	25%
		All	All	Mathematics	Masters	STAAR	5%		MAP BOY	Baseline Data	4%	MAP MOY	5%	2.4%	STAAR	7%	3%	8%
		8	All	Algebra I	Approaches	STAAR	100%		MAP BOY	Baseline Data	97.7%	MAP MOY	98%	86%	STAAR	99%	69%	100%
		8	All	Algebra I	Meets	STAAR	95%		MAP BOY	Baseline Data	61.4%	MAP MOY	74%	56%	STAAR	86%	50%	98%
		8	All	Algebra I	Masters	STAAR	69%		MAP BOY	Baseline Data	27.3%	MAP MOY	42%	38%	STAAR	57%	38%	72%
		8	All	Science	Approaches	STAAR	56%		CBA Data	Baseline Data	40%	CBA Data	46%	47%	STAAR	52%	34%	59%
		8	All	Science	Meets	STAAR	24%		CBA Data	Baseline Data	11%	CBA Data	16%	12%	STAAR	21%	10%	27%
		8	All	Science	Masters	STAAR	11%		CBA Data	Baseline Data	5%	CBA Data	8%	7%	STAAR	11%	4%	14%
		8	All	Social Studies	Approaches	STAAR	42%		CBA Data	Baseline Data	52%*	CBA Data	54%*	96%	STAAR	56%*	63%**	58%*
		8	All	Social Studies	Meets	STAAR	17%		CBA Data	Baseline Data	13%*	CBA Data	15%*	85%	STAAR	17%*	23%**	19%*
		8	All	Social Studies	Masters	STAAR	7%		CBA Data	Baseline Data	5%*	CBA Data	7%*	67%	STAAR	9%*	9%**	11%*
7	All	Writing	Approaches	STAAR	48%		CBA Data	Baseline Data	Data Lost	CBA Data	49%	14%	STAAR	50%	25%	51%		
7	All	Writing	Meets	STAAR	22%		CBA Data	Baseline Data	Data Lost	CBA Data	23%	3%	STAAR	24%	5%	25%		
7	All	Writing	Masters	STAAR	7%		CBA Data	Baseline Data	Data Lost	CBA Data	8%	1%	STAAR	9%	3%	10%		
2. Domain 3 Focus 1	Focus 1 Components: Academic Achievement Indicators (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Special Education	Reading	Meets	STAAR	19%		MAP BOY	Baseline Data	8%	MAP MOY	12%	9%	STAAR	17%	0%	22%
		All	Special Education	Mathematics	Meets	STAAR	19%		MAP BOY	Baseline Data	6%	MAP MOY	11%	4%	STAAR	16%	0%	22%
3. Domain 3 Focus 2	Focus 2 Components: Academic Achievement & Student Success Indicators (Choose two targets in the Academic Achievement or Student Success Indicators)	All	English Learners (ELs)	Reading	Meets	STAAR	21%		MAP BOY	Baseline Data	13%	MAP MOY	16%	18%	STAAR	20%	10%	24%
		All	Special Education	All	Average of Approaches, Meets, and Masters	STAAR	23%		MAP BOY	Baseline Data	26%	MAP MOY	23%	26%	STAAR	23%	2%	23%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	35%		MAP BOY	Baseline Data	52% (Approaches), 13% (Meets), 1% (Masters)	MAP MOY	36%	55% (Approaches), 18% (Meets), 5% (Masters)	STAAR	37%	32% (Approaches), 10% (Meets), 1% (Masters)	38%

**CYCLE 1 90-DAY OUTCOMES (September - November)**

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

**District Actions for this Cycle:** List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Campus goals for the 2020-2021 school year include providing instructional leaders with clear, written, transparent roles and responsibilities; creating weekly calendars that display schedules of observations, debriefing meetings, leadership team meetings, and other core leadership tasks; and ensuring that instructional leaders use consistent written protocols and processes when leading department teams or grade-level teams.	Campus goals for the 2020-2021 school year include ensuring that all teachers create and submit daily lesson plans containing clear objectives, opening activities, time allotments for each lesson step, differentiated paths of instruction designed to achieve curricular goals, and daily formative assessments with exemplar responses; ensuring that campus instructional leaders review lesson plans weekly to verify alignment to standards, scope and sequence, and expected levels of rigor; and ensuring that campus instructional leaders provide teachers with timely lesson plan feedback and lesson planning support.	Campus goals for the 2020-2021 school year include ensuring that teachers use corrective instruction action planning processes -- both individually and in PLCs -- to analyze data, identify trends in student misconceptions, determine root causes of students' failure to master concepts, and create reteaching plans to address learning gaps and deficiencies; and ensuring that teacher teams have designated times enshrined in the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and adjustments to instructional delivery intended to meet the needs of both struggling and advanced learners.
<b>Desired 90-day Outcome</b>	Transparent and clear campus leadership roles are solidly established. There is regular use of weekly calendars showing observations, feedback, and leadership meetings. There is consistent communication of performance expectations for all staff. Grade-level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal provides professional development and coaching feedback to all teachers. Weekly Spartan Events Smore entries have become routine and well-established among Longfellow stakeholders.	Teachers are utilizing the approved lesson plan template and are consistently meeting the established due dates with minimal corrections provided via administrative feedback. Administrators observe lesson plans being implemented with fidelity in all classrooms. Daily formative assessments are aligned with standards and graded against exemplar responses/rubrics.	Core teachers are actively participating in and bringing relevant data (formative assessments and common assessments) and artifacts to their teacher-led, Zoom-conducted PLCs. Agendas are evident in PLC documents submitted to campus Canvas classroom and by administrative observations.
<b>Barriers to Address During this Cycle</b>	Lack of motivation to follow-through with responsibilities of leadership role. Lack of adequate communication to assure implementation. Difficulty prioritizing administrative responsibilities. Lack of sufficient administrative follow-up due to frequently re-prioritized responsibilities. Breakdown of systems intended to address scheduling tasks, protocols, and roles and responsibilities.	Teacher failure to maintain consistent quality lesson plans/daily formative assessments/exemplar responses. Administrative failure to maintain provision of consistent quality feedback.	Teacher absences during PLCs. Teachers' failures to bring data/formative assessments/exemplar responses/rubrics to PLCs. Teachers' failure to alter instruction/lesson plans after discussing student artifacts and data.
<b>District Actions for this Cycle</b>	District personnel charged with oversight of Longfellow Middle School will review campus administrative plans intended to address communication, prioritization, and scheduling issues and suggest procedures or protocols where necessary to effectuate the desired systemic outcomes.	District personnel charged with oversight of Longfellow Middle School will partner periodically with members of the campus leadership team to review lesson plans and actual lesson content -- especially formative assessments and exemplar responses -- to verify that campus teachers are providing rigorous classroom instruction appropriately aligned with state standards and administrative personnel are providing consistent, actionable feedback to aid teachers in their lesson-planning and instruction efforts.	District personnel charged with oversight of Longfellow Middle School will periodically verify that campus administrative protocols for Professional Learning Community meetings are being implemented, maintained, and monitored in accordance with administrative expectations and producing desired academic outcomes.

<p><b>District Commitment Theory of Action</b></p>	<p>If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, and if the district supports principals by protecting the time they dedicate to school instructional leadership, then the leadership team will be more effective in developing teacher leaders and systems to leverage student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and supports effective planning methodologies, then teachers will be able to align their lessons to the rigorous levels of the state standards and create daily formative checks to gauge student progress.</p>	<p>If district-provided assessments are graded by the district, if the district ensures schools receive detailed reports of said assessment data within two instructional days, and if the district implements and maintains effective systems for identifying and supporting struggling learners, then teachers will be able to address the needs of all students in order to close achievement gaps.</p>
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## ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Meet with leadership team to create clear, specific roles and responsibilities for all campus leaders.	1.1	8/1/20 - 9/30/20	Roles and responsibilities for the administrative team, including the principal, APs, instructional coaches, and department leaders.	Principal Nancy Rodriguez, AP Derrick Cade, AP Elizabeth Castro, Instructional Coach Fred Schwab, IB Coordinator Jacqueline Carter, VILS Coach Maria Krichko	Written roles/responsibilities	9/30/20	Met	Continue to monitor.
Create a DDI calendar containing all relevant PLC, leadership, and campus meetings.	1.1	8/1/20 - 9/30/20	List of all scheduled meetings, district meetings, campus calendars	Principal Nancy Rodriguez, AP Derrick Cade, AP Elizabeth Castro, Instructional Coach Fred Schwab, IB Coordinator Jacqueline Carter, VILS Coach Maria Krichko	DDI calendar	9/30/20	Met	Adjust assessment dates as necessary.
Establish performance expectations and goals that match job responsibilities for APs, counselors, and instructional coaches.	1.1	8/1/20 - 10/30/20	TPESS and TTESS appraisal calendar; Performance Matters	Principal Nancy Rodriguez, AP Derrick Cade, AP Elizabeth Castro	TPESS and TTESS goal submission; Performance Matters goal submission	9/30/2020; 10/30/2020	Met	Continue to monitor.
Administrative team members provide written protocols for department teams and model the review of daily formative assessments, exemplar responses, rubrics, and daily formative assessment data. Department chairs meet with their department teachers weekly via Zoom during collaboration periods to review student data and plan lessons.	1.1	8/1/20 - 11/30/20	Ongoing PLC training	Principal Nancy Rodriguez, AP Derrick Cade, AP Elizabeth Castro, Instructional Coach Fred Schwab, IB Coordinator Jacqueline Carter, VILS Coach Maria Krichko	PLC protocols	11/30/20	Some Progress	Continue to refine PLC practices and monitor adherence to protocols.
Provide weekly newsletter (Spartan Events via Smore) to faculty and staff; provide weekly electronic newsletter to parents.	1.1	8/1/20 - 11/30/20	Campus calendar	Principal Nancy Rodriguez; FACE Specialist Katana Larralde	Weekly newsletters	On-going (weekly)	Significant Progress	Continue to provide newsletters to faculty, staff, and families.



**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>At Longfellow, as a result of purposeful effort, we have successfully established transparent and clear campus leadership roles. We are still growing in our consistent use of weekly calendars showing observations, feedback, and leadership meetings as it is a developing habit. Due to persistent emphasis and the ever-present pressure of recipient expectations, we have been successful in providing consistent communication of performance expectations for all staff. Grade-level leaders and campus leaders are still refining the implementation of consistent protocols and processes for PLCs, partly due to the constraints of online meetings. During most weeks, campus leadership teams have met to focus on student progress and formative data, though the virtual environment has presented challenges. As a result of faculty expectations, the principal, assistant principals, instructional coach, and IB Coordinator have provided professional development and coaching feedback to all teachers. Also due to recipient expectations, as intended, weekly Spartan Events S'more entries have become routine and well-established among Longfellow stakeholders. Teachers have been utilizing the approved lesson plan template, but some have been inconsistent in submitting plans by the established due dates. To encourage timely compliance, administrative staff contact teachers who fail to submit lesson plans on time. Administrators and instructional coaches have observed teachers implementing lesson plans with varying degrees of fidelity. These variances are due to a variety of reasons, including lack of understanding, lack of attention to detail, and lack of appropriate effort. Due to internalized expectations and recipient expectations, administrators and instructional coaches have provided teachers with feedback regarding the success of their lessons. Due to the same reasons, administrators and instructional coaches have checked daily formative assessments for alignment with standards and provided teachers with actionable feedback when assessments have not met expectations. While not as consistently participatory as would be expected during ordinary, non-pandemic circumstances, core teachers, due to administrative expectations, have actively participated in PLCs and brought relevant data (formative assessments and common assessments) and artifacts to their teacher-led, Zoom-conducted PLCs. The principal has conducted a number of PLN sessions in lieu of ordinary PLC meetings in order to direct the meetings and model the thought-processes she wants teachers to emulate in their PLCs. In compliance with administrative instructions, agendas have been evident in PLC documents submitted to the campus administrators.</p>					
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We achieved our initial assessment goal of gathering baseline data for all state-assessed content areas except 7th-grade writing. Unfortunately, the baseline 7th-grade writing assessment data was lost in the Eduphoria system. 7th-grade teachers recently administered another writing CBA, and data from that administration will be submitted in January after the holiday break.</p>					
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<table border="1"> <thead> <tr> <th data-bbox="800 747 1346 779">Carryover Action Steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="800 779 1346 1274"> <p>We will continue to monitor leadership roles and adjust as needed based on circumstances. We will continue to post and adjust events on our DDI calendar as necessary. We will continue to monitor and adjust the job responsibilities of assistant principals, counselors, and instructional coaches as needed. We will continue to monitor department teams' implementation of meeting protocols and, as needed, model the review of daily formative assessments, exemplar responses, rubrics, and daily formative assessment data. We will continue to expect department chairs to meet with their department teachers weekly via Zoom during collaboration periods to review student data and plan lessons. We will continue to provide weekly newsletters to faculty, staff, and families. We will continue to require teachers to submit lesson plans in a timely manner using the campus-provided template or the IB Unit Plan template (depending on whether or not teachers are teaching discrete lessons or lessons that comprise an IB Unit). We will continue to provide timely feedback on submitted lesson plans with an emphasis on well-aligned, well-constructed daily formative assessments. We will continue to expect faculty to adhere to campus protocols for PLCs (via Zoom) with expectations and norms. Finally, we will continue to work with teachers to improve their understanding of, and skill in developing, effective corrective instruction action plans.</p> </td> </tr> </tbody> </table>	Carryover Action Steps	<p>We will continue to monitor leadership roles and adjust as needed based on circumstances. We will continue to post and adjust events on our DDI calendar as necessary. We will continue to monitor and adjust the job responsibilities of assistant principals, counselors, and instructional coaches as needed. We will continue to monitor department teams' implementation of meeting protocols and, as needed, model the review of daily formative assessments, exemplar responses, rubrics, and daily formative assessment data. We will continue to expect department chairs to meet with their department teachers weekly via Zoom during collaboration periods to review student data and plan lessons. We will continue to provide weekly newsletters to faculty, staff, and families. We will continue to require teachers to submit lesson plans in a timely manner using the campus-provided template or the IB Unit Plan template (depending on whether or not teachers are teaching discrete lessons or lessons that comprise an IB Unit). We will continue to provide timely feedback on submitted lesson plans with an emphasis on well-aligned, well-constructed daily formative assessments. We will continue to expect faculty to adhere to campus protocols for PLCs (via Zoom) with expectations and norms. Finally, we will continue to work with teachers to improve their understanding of, and skill in developing, effective corrective instruction action plans.</p>	<table border="1"> <thead> <tr> <th data-bbox="1346 747 2043 779">New Action Steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 779 2043 1274"> <p>As we are already working to maintain and refine numerous action steps, aside from placing greater emphasis on the evaluation and improvement of daily formative assessments when analyzing and providing feedback on lesson plans, we are satisfied that our current action steps are sufficient to guide us through the second cycle.</p> </td> </tr> </tbody> </table>	New Action Steps	<p>As we are already working to maintain and refine numerous action steps, aside from placing greater emphasis on the evaluation and improvement of daily formative assessments when analyzing and providing feedback on lesson plans, we are satisfied that our current action steps are sufficient to guide us through the second cycle.</p>
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## CYCLE 2 90-DAY OUTCOMES (December-February)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

**District Actions for this Cycle:** List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Campus goals for the 2020-2021 school year include providing instructional leaders with clear, written, transparent roles and responsibilities; creating weekly calendars that display schedules of observations, debriefing meetings, leadership team meetings, and other core leadership tasks; and ensuring that instructional leaders use consistent written protocols and processes when leading department teams or grade-level teams.	Campus goals for the 2020-2021 school year include ensuring that all teachers create and submit daily lesson plans containing clear objectives, opening activities, time allotments for each lesson step, differentiated paths of instruction designed to achieve curricular goals, and daily formative assessments with exemplar responses; ensuring that campus instructional leaders review lesson plans weekly to verify alignment to standards, scope and sequence, and expected levels of rigor; and ensuring that campus instructional leaders provide teachers with timely lesson plan feedback and lesson planning support.	Campus goals for the 2020-2021 school year include ensuring that teachers use corrective instruction action planning processes -- both individually and in PLCs -- to analyze data, identify trends in student misconceptions, determine root causes of students' failure to master concepts, and create reteaching plans to address learning gaps and deficiencies; and ensuring that teacher teams have designated times enshrined in the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and adjustments to instructional delivery intended to meet the needs of both struggling and advanced learners.
<b>Desired 90-day Outcome</b>	Leadership team members know how to better support and coach teachers based on identified needs.	Teachers consistently create lesson plans with aligned formative assessments and exemplars with minimal input from leadership team members.	Teachers review evidence of learning, provide feedback, and track student performance. This information will be used to make predictions based on common assessments and STAAR.
<b>Barriers to Address During this Cycle</b>	Lack of motivation to follow-through with responsibilities of leadership role. Lack of adequate communication to assure implementation. Difficulty prioritizing administrative responsibilities. Lack of sufficient administrative follow-up due to frequently re-prioritized responsibilities. Breakdown of systems intended to address scheduling tasks, protocols, and roles and responsibilities.	Teacher failure to maintain consistent quality lesson plans/daily formative assessments/exemplar responses. Administrative failure to maintain provision of consistent quality feedback.	Teacher absences during PLCs. Teachers' failures to bring data/formative assessments/exemplar responses/rubrics to PLCs. Teachers' failure to alter instruction/lesson plans after discussing student artifacts and data.
<b>District Actions for this Cycle</b>	District personnel charged with oversight of Longfellow Middle School will review campus administrative plans intended to address communication, prioritization, and scheduling issues and suggest procedures or protocols where necessary to effectuate the desired systemic outcomes.	District personnel charged with oversight of Longfellow Middle School will partner periodically with members of the campus leadership team to review lesson plans and actual lesson content -- especially formative assessments and exemplar responses -- to verify that campus teachers are providing rigorous classroom instruction appropriately aligned with state standards and administrative personnel are providing consistent, actionable feedback to aid teachers in their lesson-planning and instruction efforts.	District personnel charged with oversight of Longfellow Middle School will periodically verify that campus administrative protocols for Professional Learning Community meetings are being implemented, maintained, and monitored in accordance with administrative expectations and producing desired academic outcomes.

<p><b>District Commitment Theory of Action</b></p>	<p>If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, and if the district supports principals by protecting the time they dedicate to school instructional leadership, then the leadership team will be more effective in developing teacher leaders and systems to leverage student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and supports effective planning methodologies, then teachers will be able to align their lessons to the rigorous levels of the state standards and create daily formative checks to gauge student progress.</p>	<p>If district-provided assessments are graded by the district, if the district ensures schools receive detailed reports of said assessment data within two instructional days, and if the district implements and maintains effective systems for identifying and supporting struggling learners, then teachers will be able to address the needs of all students in order to close achievement gaps.</p>
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## ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Department chairs and leadership team members meet with core teachers weekly for 45 minute PLNs and 45 minute PLCs.	1.1	2020-2021 school year	PLC Protocol Training	Department Chairs and Leadership Team Members	PLN and PLC Agendas and Minutes	2/14/21	Significant Progress	Continue to monitor.
Campus leaders are provided with 4 PD opportunities within the instructional day on identified needs.	1.1	12/1/2020 - 2/28/2021	Training Opportunities	Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab, Jacqueline Carter, and Maria Krichko	Sign in sheets and agendas	2/14/21	Minimal Progress	Due to pandemic-related constraints, PD has been offered, but primarily after school. Resume offering PD during school hours.
Administrators will create and maintain a calendar of administrative activities to facilitate the timely completion of tasks.	1.1	12/1/2020 - 2/28/2021	Outlook Calendar	Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab, Jacqueline Carter, and Maria Krichko	Calendar; Increased productivity and increased number of classroom walkthroughs	2/14/21	Significant progress	Continue to utilize administrative calendar to maintain gains in productivity.
Teachers will submit completed weekly lesson plans and implement lessons with fidelity.	5.1	2020-2021 school year	Lesson Plan Template and Checklist	All teachers	Canvas records	2/14/21	Some Progress	Continue to monitor lesson plan submissions and encourage protocol compliance.
Lesson plans will continue to be evaluated by leadership team members with feedback provided on both the quality and implementation. Data will be collected to identify needs by teacher.	5.1	2020-2021 school year	Canvas	Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab and Jacqueline Carter	Targeted feedback in Canvas	2/14/21	Significant Progress	Continue to provide feedback to faculty regarding lesson plan content, particularly formative assessments and exemplar responses.

<p>The principal will conduct weekly scheduled individual meetings with assistant principals and instructional coaches to discuss lesson plans and lesson plan feedback.</p>	<p>5.1</p>	<p>12/1/2020 - 2/28/2021</p>	<p>Canvas</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab and Jacqueline Carter</p>	<p>Targeted feedback in Canvas</p>	<p>2/14/21</p>	<p>Some Progress</p>	<p>Continue to conduct weekly meetings to review teacher lesson planning progress and provided lesson plan feedback.</p>
<p>Math, Reading, and 8th-Grade Science and Social Studies teachers will create prescriptions and implement corrective intervention action plans.</p>	<p>5.3</p>	<p>12/1/2020 - 2/28/2021</p>	<p>DDI Calendar and data binder</p>	<p>Content Department Chairs</p>	<p>Correction Intervention Action Plans</p>	<p>2/14/21</p>	<p>Some Progress</p>	<p>Continue training in Corrective Intervention Action Plans.</p>
<p>Core content departments will facilitate quality PLCs with minimal input from leadership team members.</p>	<p>5.3</p>	<p>12/1/2020 - 2/28/2021</p>	<p>Student Assessment Data</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro and Instructional Coaches Fred Schwab and Jacqueline Carter</p>	<p>Correction Intervention Action Plans</p>	<p>2/14/21</p>	<p>Some Progress</p>	<p>Continue monitoring adherence to PLC protocols.</p>
<p>Administrators will revisit with teachers school policies and expectations, including district attendance policy, policies and procedures enumerated in the campus handbook, expectations for data submission and review, and expectations for lesson plan submission and review.</p>	<p>5.3</p>	<p>12/1/2020 - 2/28/2021</p>	<p>Outlook Email, Faculty Meeting Agendas, T-TESS Documents</p>	<p>Principal N. Rodriguez and APs D. Cade and E. Castro</p>	<p>Attendance records, lesson plan submission records, T-TESS evaluations</p>	<p>2/14/21</p>	<p>Some Progress</p>	<p>Continue monitoring teacher compliance.</p>

## REFLECTION and PLANNING for NEXT 90-DAY CYCLE

**At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.**

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

At Longfellow, we have been successful in providing consistent communication of performance expectations to department chairs and grade-level team leaders. Despite the constraints of online meetings and other pandemic-related hindrances, grade-level and campus leaders have been making noticeable strides in implementing protocols and processes for PLC and PLN meetings. During most weeks, campus teams have met to focus on student progress and formative data. To help improve instructional practices, the principal, assistant principals, instructional coach, IB Coordinator, and VILS coach have been providing professional development and coaching feedback to campus teachers. Teachers have been utilizing the approved campus lesson plan template (or the approved IB Unit Plan template), but some teachers have persisted in their inconsistent submission of lesson plans by established due dates. To encourage timely compliance, administrative staff have contacted and documented teachers who have failed to submit lesson plans on time. Administrators and instructional coaches have observed teachers implementing lesson plans with varying degrees of fidelity. These variances have persisted, and they continue to be the result of numerous factors, including lack of understanding, lack of appropriate attention to detail, and lack of appropriate effort. Despite these shortcomings, administrators and instructional coaches have provided teachers with feedback regarding the success of their lessons. Due to internalized, district-level, and recipient expectations, administrators and instructional coaches have checked daily formative assessments for alignment with standards and provided teachers with actionable feedback when assessments have not met expectations. Despite continued pandemic-caused disruptions to normal procedures, core teachers -- due to administrative expectations -- have actively participated in PLCs and brought relevant data (formative assessments and common assessments) and artifacts to their teacher-led PLCs and grade-level team meetings. The principal has also conducted periodic PLN sessions in lieu of ordinary PLC meetings in order to direct the meetings and model the thought-processes she would like teachers to emulate in their PLCs. Administrative productivity has improved due to more coordinated use of administrative calendars, and administrative awareness of instructional planning issues has been heightened through weekly scheduled meetings between the principal and each member of the administrative team responsible for instructional oversight.

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Our student assessment performance was inconsistent, probably due to the difficulties of simultaneous in-person and remote instruction and intermittent student attendance. "Approaches"-range reading scores declined 4%, but "Meets"-range scores held steady and "Masters"-range scores increased 3%, exceeding the formative goal by 1%. Math experienced declines of 3% in "Approaches"-range scores and 1.6% declines in "Meets"-range and "Masters"-range scores. Algebra I "Approaches"-range scores declined 11.7% and "Meets"-range scores fell 5.4%. "Masters"-range scores, however, increased 8.7% (though they were still 6% shy of the formative goal). Science scores increased in all three ranges (+7%/+1%/+2%), exceeding the "Approaches" formative goal by 1%, but falling short of the "Meets" formative goal by 4% and the "Masters" formative goal by 1%. 7th-grade writing succeeded in reporting scores (after the Cycle 1 results were lost in the Eduphoria system), but the results were well below the formative goal scores for "Approaches," "Meets," and "Masters." Special education "Meets"-range reading scores improved 1% but still fell 3% shy of the formative goal of 12%. Special education "Meets"-range math scores declined 2% from 6% to 4%, falling 7% short of the 11% formative goal. Despite these shortfalls, the special education combined "Approaches"-range scores for reading and math remained steady at 26%, exceeding by 3% the 23% formative goal (adopted from the 2019 accountability target score). 18% of English Learners scored in the "Meets"-range on the MAP MOY reading assessment, exceeding the 16% formative goal by 2%. Additionally, 55% of English Learners scored in the "Approaches" range on the reading assessment, and 5% of English Learners scored in the "Masters" range on the reading assessment.

<b>Carryover Action Steps</b>	<b>New Action Steps</b>
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Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

We will continue to monitor department teams' implementation of meeting protocols and, as needed, model the review of daily formative assessments, exemplar responses, rubrics, and daily formative assessment data. We will continue to expect department chairs to meet with their department teachers weekly in person or via Zoom during collaboration periods to review student data and plan lessons. We will continue to expect grade-level teams to meet weekly to review and address grade-level student issues. We will continue to work to provide professional development opportunities for campus leaders during regular school hours. We will continue to require teachers to submit lesson plans in a timely manner using the campus-provided template or the IB Unit Plan template (depending on whether teachers are conducting discrete lessons or lessons that comprise an IB Unit). We will continue to provide timely feedback on submitted lesson plans with an emphasis on well-aligned, well-constructed daily formative assessments. We will continue to expect faculty to adhere to campus protocols for PLCs (whether conducted in person or via Zoom) with expectations and norms. Finally, we will continue to work with teachers to improve their understanding of -- and skill in developing -- effective corrective instruction action plans.

Since we are already working to maintain and refine numerous action steps, aside from focusing even more determinedly on the evaluation and improvement of daily formative assessments when analyzing and providing feedback on lesson plans, we feel certain that our current action steps are sufficient to guide us through the third cycle.

## CYCLE 3 90-DAY OUTCOMES (March-May)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

**District Actions for this Cycle:** List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Campus goals for the 2020-2021 school year include providing instructional leaders with clear, written, transparent roles and responsibilities; creating weekly calendars that display schedules of observations, debriefing meetings, leadership team meetings, and other core leadership tasks; and ensuring that instructional leaders use consistent written protocols and processes when leading department teams or grade-level teams.	Campus goals for the 2020-2021 school year include ensuring that all teachers create and submit daily lesson plans containing clear objectives, opening activities, time allotments for each lesson step, differentiated paths of instruction designed to achieve curricular goals, and daily formative assessments with exemplar responses; ensuring that campus instructional leaders review lesson plans weekly to verify alignment to standards, scope and sequence, and expected levels of rigor; and ensuring that campus instructional leaders provide teachers with timely lesson plan feedback and lesson planning support.	Campus goals for the 2020-2021 school year include ensuring that teachers use corrective instruction action planning processes -- both individually and in PLCs -- to analyze data, identify trends in student misconceptions, determine root causes of students' failure to master concepts, and create reteaching plans to address learning gaps and deficiencies; and ensuring that teacher teams have designated times enshrined in the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and adjustments to instructional delivery intended to meet the needs of both struggling and advanced learners.
<b>Desired 90-day Outcome</b>	Transparent and clear campus leadership roles are well established. Use of weekly calendars showing observations, feedback, and leadership team meetings. Consistent communication of performance expectations for all staff. Leadership team members and department chairs use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and feedback to all teachers. Weekly newsletters are routine and well established means of communication.	Teachers are utilizing the approved lesson plan template and are consistently creating aligned lesson plans within the established due dates. Leadership team members will ensure fidelity of implementation in the classroom and in Canvas.	Teachers are using data from STAAR Simulations to create and implement Corrective Intervention Actions Plans.
<b>Barriers to Address During this Cycle</b>	Lack of motivation to follow-through with responsibilities of leadership roles. Lack of adequate communication to assure implementation. Difficulty prioritizing administrative responsibilities. Lack of sufficient administrative follow-up due to frequently re-prioritized responsibilities. Breakdown of systems intended to address scheduling tasks, protocols, and roles and responsibilities.	Teacher failure to maintain consistent quality lesson plans/daily formative assessments/exemplar responses.	Teacher absences during PLCs. Teachers' failures to bring data/formative assessments/exemplar responses/rubrics to PLCs. Teachers' failure to alter instruction/lesson plans after discussing student artifacts and data.

<p><b>District Actions for this Cycle</b></p>	<p>District personnel charged with oversight of Longfellow Middle School will review campus administrative plans intended to address communication, prioritization, and scheduling issues and suggest procedures or protocols where necessary to effectuate the desired systemic outcomes.</p>	<p>District personnel charged with oversight of Longfellow Middle School will partner periodically with members of the campus leadership team to review lesson plans and actual lesson content -- especially formative assessments and exemplar responses -- to verify that campus teachers are providing rigorous classroom instruction appropriately aligned with state standards and administrative personnel are providing consistent, actionable feedback to aid teachers in their lesson-planning and instruction efforts.</p>	<p>District personnel charged with oversight of Longfellow Middle School will periodically verify that campus administrative protocols for Professional Learning Community meetings are being implemented, maintained, and monitored in accordance with administrative expectations and producing desired academic outcomes.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, and if the district supports principals by protecting the time they dedicate to school instructional leadership, then the leadership team will be more effective in developing teacher leaders and systems to leverage student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and supports effective planning methodologies, then teachers will be able to align their lessons to the rigorous levels of the state standards and create daily formative checks to gauge student progress.</p>	<p>If district-provided assessments are graded by the district, if the district ensures schools receive detailed reports of said assessment data within two instructional days, and if the district implements and maintains effective systems for identifying and supporting struggling learners, then teachers will be able to address the needs of all students in order to close achievement gaps.</p>

## ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
The CLT will evaluate the effectiveness of the Campus Calendar and established protocols for PLCs, lesson plans, and Corrective Intervention Action Plans. Necessary adjustments will be made for next school year.	1.1	3/1/2021 - 5/30/2021	Leadership PD	Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab and Jacqueline Carter	PD Plans	5/31/21	Some progress	The campus calendar will be updated and utilized again next school year. PLC procedures and protocols were deemphasized this year due to pandemic conditions, but with a return to primarily in-person instruction next school year, emphasis on these items will be renewed. Lesson plan submission requirements and lesson plan feedback expectations will remain in place next school year.

<p>All campus leaders will receive job-embedded, needs-based PD from members of the leadership team.</p>	<p>1.1</p>	<p>3/1/2021 - 5/30/2021</p>	<p>Campus Calendars, PLC Protocols, Lesson Plans, and Corrective Intervention Action Plans</p>	<p>Campus Leadership Team</p>	<p>Meeting Agenda and updated protocols</p>	<p>5/31/21</p>	<p>Minimal progress</p>	<p>Due to pandemic-related constraints, PD has been offered primarily after school. With the resumption of regular in-person instruction, we will resume our previous practice of offering PD during school hours.</p>
<p>Administrators will create and maintain a calendar of administrative activities to facilitate the timely completion of tasks.</p>	<p>1.1</p>	<p>3/1/2021 - 5/30/2021</p>	<p>Outlook Calendar</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab, Jacqueline Carter, and Maria Krichko</p>	<p>Calendar; Increased productivity and increased number of classroom walkthroughs</p>	<p>5/31/21</p>	<p>Significant progress</p>	<p>Maintaining the calendar of administrative activities facilitated the administrative staff's timely completion of numerous tasks. Consequently, administrators plan to continue the practice next school year.</p>
<p>Teachers will submit weekly lesson plans and will have completed at least 4 comprehensive IB Unit Plans.</p>	<p>5.1</p>	<p>3/1/2021 - 5/30/2021</p>	<p>Lesson Plan Template and IB Unit Planners</p>	<p>All teachers</p>	<p>Canvas</p>	<p>5/31/21</p>	<p>Some progress</p>	<p>Lesson plan submission has been fairly consistent all school year, but the completion of IB units has been less successful. In response, the IB MYP coordinator has worked diligently with teachers to improve IB unit planning in preparation for next school year. The MYP coordinator has even sent a number of teachers to remote IB training to bolster their unit planning skills. Consequently, we expect to see considerable growth in this area next school year.</p>

<p>Teachers will implement lesson plans with fidelity, and during walkthroughs, leadership team-members will have observed teachers teaching IB units in all classrooms.</p>	<p>5.1</p>	<p>3/1/2021 - 5/30/2021</p>	<p>Canvas</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab and Jacqueline Carter</p>	<p>Targeted feedback in Canvas</p>	<p>5/31/21</p>	<p>Significant progress</p>	<p>Classroom walk-throughs and Zoom visits have confirmed largely-consistent adherence to lesson plans. The creation, assignment, and instruction of IB unit plans, however, has been less consistent. As indicated elsewhere, the campus IB MYP coordinator (Jacqueline Carter) has made significant strides toward increasing teachers' implementation of IB unit plans next school year.</p>
<p>The principal will conduct weekly scheduled individual meetings with assistant principals and instructional coaches to discuss lesson plans and lesson plan feedback.</p>	<p>5.1</p>	<p>3/1/2021 - 5/30/2021</p>	<p>Canvas</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab and Jacqueline Carter</p>	<p>Targeted feedback in Canvas</p>	<p>5/31/21</p>	<p>Some progress</p>	<p>The principal conducted these meetings as intended for the first part of the grading period. However, when state testing and teacher evaluations became a priority, available time diminished, and the frequency of the meetings declined. The meetings were having the intended effect of increasing administrative focus on instruction, so they will receive renewed focus in the 2021-2022 school year.</p>

<p>Using simulation results, teachers will create Corrective Intervention Action Plans for ELA, Math, 8th grade Science, and US History.</p>	<p>5.3</p>	<p>3/1/2021 - 5/30/2021</p>	<p>DDI Calendar and Data Binders</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab and Jacqueline Carter</p>	<p>Corrective Intervention Action Plan</p>	<p>5/31/21</p>	<p>Minimal Progress</p>	<p>Simultaneous remote and in-person learning created challenges in this area. With a return to primarily in-person instruction next school year, emphasis on this action step will be renewed.</p>
<p>PLCs will be successful in using data to drive instructional decisions and will be facilitated by teacher leaders.</p>	<p>5.3</p>	<p>3/1/2021 - 5/30/2021</p>	<p>Student Assessment Data</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches Fred Schwab and Jacqueline Carter</p>	<p>Corrective Intervention Action Plan</p>	<p>5/31/21</p>	<p>Minimal progress</p>	<p>Simultaneous remote and in-person learning created challenges in this area. With a return to primarily in-person instruction next school year, emphasis on this action step will be renewed.</p>
<p>Administrators will revisit with teachers school policies and expectations, including district attendance policy, policies and procedures enumerated in the campus handbook, expectations for data submission and review, and expectations for lesson plan submission and review.</p>	<p>5.3</p>	<p>3/1/2021 - 5/30/2021</p>	<p>Outlook Email, Faculty Meeting Agendas, T-TESS Documents</p>	<p>Principal N. Rodriguez and APs D. Cade and E. Castro</p>	<p>Attendance records, lesson plan submission records, T-TESS evaluations</p>	<p>5/31/21</p>	<p>Some progress</p>	<p>Administrators met with teachers individually to discuss T-TESS evaluation content reflecting items in this action step. Administrative emphasis on these important elements of teacher professionalism will continue in the 2021-2022 school year.</p>

## REFLECTION and PLANNING for NEXT 90-DAY CYCLE

**At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.**

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>At Longfellow, we succeeded in providing consistent communication of performance expectations to department chairs and grade-level team leaders. Despite the constraints of online meetings and other pandemic-related hindrances, grade-level and campus leaders made efforts to implement protocols and processes for PLC and PLN meetings, although, realistically, they rarely had the impact of face-to-face meetings conducted under ordinary circumstances. Early in the 90-day period, campus teams met fairly regularly to focus on student progress and formative data. However, as the school shifted into testing season during April and May, department and grade-level team meetings occurred with less frequency. To help improve instructional practices, the principal, assistant principals, instructional coach, IB Coordinator, and VILS coach have provided professional development and instructional feedback to campus teachers. Teachers utilized the approved campus lesson plan template (or the approved IB Unit Plan template), but some teachers persisted in their inconsistent submission of lesson plans by established due dates. To encourage timely compliance, administrative staff contacted and documented teachers who failed to submit lesson plans on time. This documentation supported reduced ratings on T-TESS evaluations. Administrators and instructional coaches observed teachers implementing lesson plans with varying degrees of fidelity. These variances resulted from numerous factors, including lack of understanding, lack of appropriate attention to detail, and lack of appropriate effort. Despite these shortcomings, administrators and instructional coaches provided teachers with feedback regarding the success of their lessons. Due to internalized, district-level, and recipient expectations, administrators and instructional coaches checked daily formative assessments for alignment with standards and provided teachers with actionable feedback when assessments did not meet expectations. Despite continued pandemic-caused disruptions to normal procedures, core teachers -- due to administrative expectations -- participated in PLCs and brought relevant data (formative assessments and common assessments) and artifacts to their teacher-led PLCs and grade-level team meetings (though, as previously indicated, the meetings occurred with less frequency as the 90-day period progressed due to the demands of testing season). The principal also conducted periodic PLN sessions in lieu of ordinary PLC meetings in order to direct the meetings and model the thought-processes she wanted teachers to emulate in their PLCs. Administrative productivity improved due to more coordinated use of administrative calendars (the continued use of which helped the principal and APs conduct the required number of classroom walkthroughs and T-TESS conferences), and administrative awareness of instructional planning issues was heightened through scheduled meetings between the principal and each member of the administrative team responsible for instructional oversight (despite the fact that the frequency of the meetings decreased due to the demands of the testing and teacher evaluation seasons).</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Except in the social studies approaches and meets categories, Longfellow did not meet the student performance goals set for the 2021 STAAR. The reasons for underperformance are clearly attributable to effects of the COVID-19 pandemic. First, only about half of the student population showed up on campus to take the assessments. Second, many of the students who tested (and their parents) initially believed testing was optional, even if they were in-person school attendees. In accordance with TEA and SAISD policies, these students were administered the assessments despite their parents' and their own expressed desires to forego testing. Consequently, many students did not make honest efforts on the assessments. Some completed their tests in as little as 45 minutes, and few students took the amount of time they would ordinarily expend when sitting for state assessments. Third, students opting for remote learning did not receive the depth of instructional assistance they would have received if they had been attending classes as usual. These students frequently failed to attend the synchronous portions of their classes and only completed and submitted work asynchronously. These behavior patterns undermined teachers' efforts to help students learn, and they often persisted despite repeated teacher contacts with parents regarding the students' failure to engage in the synchronous instructional portions of their classes. Fourth, students who did attend synchronous portions of class opted to turn off their cameras, and teachers found that numerous students in every class exploited this lack of visibility by signing on for attendance purposes but not attending to or participating in the sessions. Teachers routinely called on students multiple times during synchronous instruction and got no responses from students who were supposed to be attending to the lessons. Fifth, in-person instruction suffered due to efforts to conduct lessons for students attending remotely. Frequently, in-person students simply engaged in remote instruction while sitting in class with the teacher. These students were able to receive more personalized teacher assistance than students in remote locations, but the entire structure of lessons and instruction revolved around the strictures of remote learning. In short, much of Longfellow students' underperformance on the 2021 STAAR is the result of the upheaval in instructional/schooling practices caused by the COVID-19 pandemic. Of course, these circumstances affected the assessment results of all students and students comprising all subpopulations, including special education students' reading, math, science, and US History STAAR results and English learners' reading STAAR results. It is our hope and belief that a return to normal instruction next school year will help remediate instructional deficiencies caused by this year's disruptions and produce instructional results more in line with our expected assessment performance. In an effort to gather more accurate summative assessment data for the 2020-2021 school year, we have decided to administer optional end-of-year MAP tests in reading and math. We hope our students will undertake these assessments with the degree of effort necessary to demonstrate their actual learning in these foundational content areas.</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><b>Carryover Action Steps</b></td> <td style="width: 50%; text-align: center;"><b>New Action Steps</b></td> </tr> </table>	<b>Carryover Action Steps</b>	<b>New Action Steps</b>
<b>Carryover Action Steps</b>	<b>New Action Steps</b>		



Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

For the final three weeks of the school year, we will continue to monitor department teams' implementation of meeting protocols (though we expect teachers' foci to shift to helping students shore up their final grades during the 11th, 12th, and 13th weeks of the extended grading period).. We will continue to expect department chairs to meet with their department teachers weekly in person or via Zoom during collaboration periods to review student data and plan lessons. We will continue to expect grade-level teams to meet weekly to review and address grade-level student issues. Since the year is ending, we will shift to determining the professional development needs of campus leaders that can be addressed during regular school hours next school year. Until the end of the school year, we will continue to require teachers to submit lesson plans in a timely manner using the campus-provided template or the IB Unit Plan template (depending on whether teachers are conducting discrete lessons or lessons that comprise an IB Unit). We will continue to provide timely feedback on submitted lesson plans with an emphasis on well-aligned, well-constructed daily formative assessments. We will continue to expect faculty to adhere to campus protocols for PLCs (whether conducted in person or via Zoom) with expectations and norms. Finally, we will revisit the step we need to take next school year to help our teachers improve their understanding of -- and skill in developing -- effective corrective instruction action plans.

At Longfellow, we are already working to maintain and refine numerous action steps, so, notwithstanding any adjustments derived from the reevaluation of our programs, protocols, and procedures during summer planning sessions, we feel confident that our current action steps will be sufficient to guide us through the fourth cycle of this school year.

## END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	<p>Campus goals for the 2020-2021 school year include providing instructional leaders with clear, written, transparent roles and responsibilities; creating weekly calendars that display schedules of observations, debriefing meetings, leadership team meetings, and other core leadership tasks; and ensuring that instructional leaders use consistent written protocols and processes when leading department teams or grade-level teams.</p>	<p>Campus goals for the 2020-2021 school year include ensuring that all teachers create and submit daily lesson plans containing clear objectives, opening activities, time allotments for each lesson step, differentiated paths of instruction designed to achieve curricular goals, and daily formative assessments with exemplar responses; ensuring that campus instructional leaders review lesson plans weekly to verify alignment to standards, scope and sequence, and expected levels of rigor; and ensuring that campus instructional leaders provide teachers with timely lesson plan feedback and lesson planning support.</p>	<p>Campus goals for the 2020-2021 school year include ensuring that teachers use corrective instruction action planning processes -- both individually and in PLCs -- to analyze data, identify trends in student misconceptions, determine root causes of students' failure to master concepts, and create reteaching plans to address learning gaps and deficiencies; and ensuring that teacher teams have designated times enshrined in the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and adjustments to instructional delivery intended to meet the needs of both struggling and advanced learners.</p>
<b>Did the campus achieve the desired outcome? Why or why not?</b>	<p>The campus achieved 2 of the 3 aspects of the annual desired outcome outlined under essential action 1.1. In the campus handbook, the principal clearly identified instructional leaders' roles and responsibilities. Campus calendars have been updated daily, weekly, or monthly as dictated by the urgency of the events entered. Ms. Rodriguez, Mr. Cade, and Ms. Castro maintained an administrative calendar of activities that permitted them to coordinate evaluation walk-throughs and other administrative duties and tasks to facilitate timely completion. Mr. Schwab maintained two campus DDI calendars, one for the administrative team that contained items of administrative interest and one for the faculty that contained testing dates and other event notices. As use of these calendars has proven efficacious during the 2020-2021 school year, the administrative team plans to update and utilize them during the 2021-2022 school year. PLC procedures and protocols were deemphasized this year due to pandemic conditions, but with a return to primarily in-person instruction next school year, emphasis on these items will be renewed.</p>	<p>Ostensibly, the campus achieved the desired outcomes for essential action 5.1. Teachers utilized the campus lesson plan template and submitted lesson plans throughout the school year, and campus instructional leaders reviewed and provided timely actionable feedback weekly on the submitted lesson plans. However, despite the successful procedural implementation of this essential action, in practice, more administrative repercussions/consequences appear to be needed to encourage teachers to modify their lessons based on the provided feedback. Additional work, then, is needed in this area to effectuate the intended results of the essential action. Therefore, the outlined lesson plan expectations will remain in place for the 2021-2022 school year.</p>	<p>Due to COVID-19 pandemic protocols, the campus was least successful in achieving the desired outcomes for essential action 5.3. PLC meetings were complicated by the virtual meeting format, and the outsized challenges of online student participation often shifted the focus of meetings from instruction to efforts to improve student attendance and work submissions. This year, teachers created and administered Curriculum Based Assessments and MAP tests to gauge students' academic progress, but subsequent to test administration, they engaged in less formal data disaggregation and remediative planning than in typical school years. In the 2021-2022 school year, dedicated time will be still be provided in the master schedule to facilitate frequent teacher meetings to address instructional needs, practices and planning. With the return to a mostly-typical school environment, the campus administrative team will place substantial emphasis on assuring professional learning community and grade-level team meetings function as intended since the work conducted therein will have significant implications for students' academic growth and the extent of the school's academic recovery from inconsistent pandemic instruction.</p>

### CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

**Rationale:** Explain the reason(s) this campus chose to focus on these Essential Actions this year.

**Communication:** Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

**District Actions for this Cycle:** List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Rationale</b>	Leadership clarity is an important element in the campus's ability to maintain fidelity to instructional priorities. Despite the progress made in this area during the 2020-2021 school year, deliberate focus is still needed in this area to assure that Longfellow's established practices are maintained. Therefore, Essential Action 1.1 will remain a prioritized focus area for Longfellow Middle School for the 2021-2022 school year.	While campus faculty members have undertaken lesson planning due to the administrative mandate, many individual teachers are still striving to recognize the instructional benefits resulting from conscientious planning and adjustments based on administrative feedback. As 2020-2021 STAAR results (incomplete and unrepresentative as they may be) suggest, much remains to be done to improve instruction on the campus. Strengthening lesson planning is crucial to bolstering effective instruction, and, thus, Essential Action 5.1 will remain a prioritized focus area for Longfellow Middle School for the 2021-2022 school year..	While teachers have improved data analysis processes, overall, faculty members continue to struggle with how to respond effectively to student data. As 2020-2021 STAAR results (incomplete and unrepresentative as they may be) suggest, much remains to be done to improve instruction on the campus. Using student data to identify students' instructional/skill gaps is critical to improving students' academic performance in our recovery year. Therefore, Essential Action 5.3 will remain a prioritized focus area for Longfellow Middle School for the 2021-2022 school year..
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	The campus will communicate this priority via team meetings, faculty meetings, and parent/community meetings. Information about this priority will be posted on school and district websites. The school will leverage the campus FACE specialist to present this information in a variety of formats on varying dates and times.	The campus will communicate this priority via team meetings, faculty meetings, and parent/community meetings. Information about this priority will be posted on school and district websites. The school will leverage the campus FACE specialist to present this information in a variety of formats on varying dates and times.	The campus will communicate this priority via team meetings, faculty meetings, and parent/community meetings. Information about this priority will be posted on school and district websites. The school will leverage the campus FACE specialist to present this information in a variety of formats on varying dates and times.

<p><b>Desired Annual Outcome</b></p>	<p>Campus goals supporting essential action 1.1 include providing instructional leaders with clear, written, transparent roles and responsibilities; creating weekly calendars that display schedules of observations, debriefing meetings, leadership team meetings, and other core leadership tasks; and ensuring instructional leaders use consistent written protocols and processes when leading department teams or grade-level teams.</p>	<p>Campus goals supporting Essential Action 5.1 include ensuring that all teachers use the campus-provided lesson plan template or IB unit plan template to create and submit daily lesson plans that contain clear objectives, opening activities, time allotments for each lesson step, differentiated paths of instruction designed to achieve curricular goals, and daily formative assessments with exemplar responses; ensuring that campus instructional leaders review lesson plans weekly to verify alignment to standards, scope and sequence, expected levels of rigor, appropriate alignment of formative assessments, and clarity of exemplar responses; ensuring that campus instructional leaders provide teachers with timely lesson plan feedback and lesson planning support; ensuring that campus instructional leaders meet weekly with the principal to keep her apprised of lesson planning and formative assessment progress in each core content department; and ensuring that teachers adjust their instruction based on the lesson plan feedback they receive.</p>	<p>Campus goals include ensuring that teachers use corrective instruction action planning processes -- both individually and in PLCs -- to analyze data, identify trends in student misconceptions, determine root causes of students' failure to master concepts, and create reteaching plans to address learning gaps and deficiencies; and ensuring that teacher teams are provided with designated times in the master schedule to meet regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and adjustments to instructional delivery intended to meet the needs of both struggling and advanced learners.</p>
<p><b>Desired 90-Day Outcome</b></p>	<p>Transparent and clear campus leadership roles are well established in June of the 2020-2021 school year. There is consistent communication of performance expectations for all staff. These roles and expectations will be reestablished in August of the 2021-2022 school year when Ms. Rodriguez will revise them, review them with the administrative staff, and post them in the school handbook. In June of the 2020-2021 school year, the use of weekly calendars showing observations, leadership team meetings, and other consequential events is ingrained and consistent. In August of the 2021-2022 school year, campus administrators will resume the use of administrative calendars to coordinate teacher observations and classroom walkthroughs, and Mr. Schwab will create new DDI calendars in Google Documents to keep faculty and administrators informed about important events and deadlines. In June of the 2020-2021 school year, leadership team members and department chairs follow established protocols and processes for PLC meetings. In August of the 2021-2022 school year, PLC meeting protocols will be refined and reinstated with buy-in from department and team members achieved through professional development focused on the operation of high-functioning professional learning communities. In June of the 2020-2021 school year, campus leadership teams meet weekly to focus on student progress, and administrative team members meet to discuss teachers' lesson plans, formative assessments, and classroom observations. Submission of PLC meeting agendas, however, has been abandoned. Weekly Spartan</p>	<p>In June of the 2020-2021 school year, teachers are utilizing the campus-provided lesson plan template or IB Unit Plan template and are consistently creating aligned lesson plans and submitting them for review by the established due dates. In August of the 2021-2022 school year, returning teachers will continue to utilize the campus-provided lesson plan template or IB Unit Plan template to create standards-aligned lesson plans and submit them for review by established due dates. New teachers will receive training from the campus instructional coach and the IB MYP Coordinator in the use of the campus-provided lesson plan template and IB Unit Plan template. Subsequent to this training, new teachers will utilize the templates to create standards-aligned lesson plans and submit them for review by established due dates. Leadership team members will verify fidelity of implementation in classrooms and in Canvas (if necessary)..</p>	<p>In June of the 2020-2021 school year, core content teachers are coordinating efforts to contact students and their parents to encourage students to complete and submit missing assignments in order to assure they pass their classes and advance to the next grade level for the 2021-2022 school year. In August of the 2021-2022 school year, core content teachers will actively participate in and bring relevant data (formative assessments, common assessments, and beginning-of-the-year MAP data) and artifacts to their teacher-led PLC meetings. PLC leaders will submit hard copies of PLC meeting agendas for every meeting to campus administrators for verification and documentation of activities. PLC meeting activities will also be verified through administrative observations of PLC meetings..</p>
<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>The campus will secure internal support from school district department personnel and seek external support from Region 20 specialists as needed.</p>	<p>The campus will secure internal support from school district department personnel and seek external support from Region 20 specialists and Seidlitz consultants as needed.</p>	<p>The campus will secure internal support from school district department personnel and seek external support from Region 20 specialists as needed.</p>

<p><b>Barriers to Address throughout the year</b></p>	<p>Hindrances to the achievement of the desired outcomes for essential action 1.1 might include lack of follow-through in the execution of leadership role responsibilities, lack of adequate communication to assure implementation, difficulty prioritizing administrative responsibilities, lack of sufficient administrative follow-up due to frequently re-prioritized responsibilities, and breakdowns of systems intended to address scheduling tasks, protocols, and roles and responsibilities.</p>	<p>Hindrances to the achievement of the desired outcomes for essential action 5.1 might include teachers' failures to execute consistent quality lesson plans and daily formative assessments/exemplar responses. Student were not submitting daily formative assessments in a timely manner and thus hindering teachers from using data to inform future lessons.</p>	<p>Hindrances to the achievement of the desired outcomes for essential action 5.3 might include teachers' absences from PLC meetings, teachers' failures to bring data/formative assessments/exemplar responses/rubrics to PLC meetings, and teachers' failures to adjust instruction/lesson plans after discussing student artifacts and data.</p>
<p><b>District Actions for this Cycle</b></p>	<p>District personnel charged with oversight of Longfellow Middle School will review campus administrative plans intended to address communication, prioritization, and scheduling issues and suggest procedures or protocols where necessary to effectuate the desired systemic outcomes.</p>	<p>District personnel charged with oversight of Longfellow Middle School will partner periodically with members of the campus leadership team to review lesson plans and actual lesson content -- especially formative assessments and exemplar responses -- to verify that campus teachers are providing rigorous classroom instruction appropriately aligned with state standards and administrative personnel are providing consistent, actionable feedback to aid teachers in their lesson-planning and instruction efforts.</p>	<p>District personnel charged with oversight of Longfellow Middle School will periodically verify that campus administrative protocols for Professional Learning Community meetings are being implemented, maintained, and monitored in accordance with administrative expectations and producing desired academic outcomes.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, and if the district supports principals by protecting the time they dedicate to school instructional leadership, then the leadership team will be more effective in developing teacher leaders and systems to leverage student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and supports effective planning methodologies, then teachers will be able to align their lessons to the rigorous levels of the state standards and create daily formative checks to gauge student progress.</p>	<p>If district-provided assessments are graded by the district, if the district ensures schools receive detailed reports of said assessment data within two instructional days, and if the district implements and maintains effective systems for identifying and supporting struggling learners, then teachers will be able to address the needs of all students in order to close achievement gaps.</p>
<p><b>ACTION PLAN</b></p>			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
<p>By June 17, 2021, the CLT will evaluate the effectiveness of the campus calendar and established protocols for PLC meetings, lesson plans, and Corrective Intervention Action Plans. By August 31, 2021, the administrative team will formalize and implement any adjustments deemed necessary for the 2021-2022 school year. Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches F. Schwab and J. Carter will -- along with input from the campus CLT -- make determinations regarding the effectiveness of protocols and procedures, create professional development materials required to address and remediate protocol and procedure difficulties, and present said training to teachers and teacher leaders in August 2021 (to be completed prior to August 31, 2021). Completion of these actions will be evinced in the professional development plans for the trainings, in newly-formalized (written) protocols and procedures for PLC meetings, in teachers' submitted lesson plans (submitted each Friday for the subsequent week of instruction), and in completed Corrective Intervention Action Plans maintained by content PLCs and available for inspection by administrative representatives on request.</p>	1.1	6/1/2021 - 8/31/2021	Leadership PD	Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches F. Schwab and J. Carter	PD plans; Alterations to protocols and procedures for PLC meetings, lesson plans, and Corrective Intervention Action Plans.	8/31/21		

<p>During employee contract days in August 2021 (by August 31, 2021 at the latest), campus leaders (core-content department chairs) will receive any job-embedded PD the campus administration deems necessary to ensure the competent execution of assigned campus leadership duties (particularly the conduct of PLC meetings and the effective creation of lesson plans and IB unit plans). The training will be conducted by members of the leadership team (Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches F. Schwab and J. Carter). Completion of these actions will be evident in the professional development plans for the trainings, in newly-formalized (written) protocols and procedures for PLC meetings, in teachers' submitted lesson plans (submitted each Friday for the subsequent week of instruction), and in completed Corrective Intervention Action Plans maintained by content PLCs and available for inspection by administrative representatives on request.</p>	<p>1.1</p>	<p>6/1/2021-8/31/2021</p>	<p>Campus calendars, PLC protocols, PLC meeting agenda forms, lesson plans and IB unit plans, and Corrective Intervention Action Plans</p>	<p>Campus Leadership Team (Principal N. Rodriguez; APs D. Cade and E. Castro; Instructional Coaches F. Schwab, J. Carter, M. Krichko; Department Chairs D. Guerra, J. Rochon, V. Kanthu, D. Natividad, and E. Vela)</p>	<p>Meeting agendas and updated protocols and procedures</p>	<p>8/31/21</p>		
<p>Through the end of the 2020-2021 school year, throughout out the summer of 2021, and in August of the 2021-2022 school year, administrators (Principal N. Rodriguez and APs D. Cade and E. Castro) will maintain shared Outlook calendars of administrative activities to facilitate the timely completion of administrative tasks. In August of the 2021-2022 school year, administrative team members (Instructional Coaches F. Schwab and J. Carter) will create and maintain a Google Doc-based DDI calendar for administrators containing all relevant PLC, leadership, and campus meetings to facilitate the timely completion of tasks for administrators and a Google Doc-based DDI calendar for faculty members containing all relevant PLC, leadership, and campus meetings to facilitate teachers' timely completion of tasks. Completion of these actions will be evident in the existence of the Outlook calendars and the Google Doc DDI calendars. Use of the administrative Outlook calendars will be evident in the number of completed district-mandated classroom walkthroughs.</p>	<p>1.1</p>	<p>6/1/2021-8/31/2021</p>	<p>Outlook Calendar and Google Doc-based DDI calendar</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches F. Schwab and J. Carter</p>	<p>Outlook and Google Doc calendars; Increased productivity and district-mandated number of classroom walkthroughs</p>	<p>8/31/21</p>		

<p>Through the end of the 2020-2021 school year and at the start of the 2021-2022 school year (for all days in the month of August that students are in attendance), teachers will submit weekly lesson plans for the subsequent week to the Longfellow Middle School Canvas Classroom by 8:00am on Fridays. The plans will contain TEKS-aligned objectives, lesson activities, time allotments, differentiation methods, formative assessments, and formative assessment exemplar responses. Completion of these actions will be evinced by the submitted lesson plans and IB unit plans collected in the Longfellow campus Canvas page.</p>	<p>5.1</p>	<p>6/1/2021 - 8/31/2021</p>	<p>Longfellow lesson plan template and IB unit plan template</p>	<p>All classroom teachers</p>	<p>Weekly lesson plans</p>	<p>On-going (weekly)</p>		
<p>Through the end of the 2020-2021 school year and in August of the 2021-2022 school year, campus administrative team members (APs D. Cade and E. Castro and Instructional Coaches F. Schwab and J. Carter) will review and provide feedback on submitted weekly lesson plans on specific targeted components (formative assessments and exemplar responses) within 48 hours. Completion of these actions will be evinced by the existence of feedback in the comments accompanying submitted lesson plans and IB unit plans collected on the Longfellow campus Canvas page.</p>	<p>5.1</p>	<p>6/1/2021-8/31/2021</p>	<p>Longfellow Canvas classroom</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches F. Schwab and J. Carter</p>	<p>Targeted lesson plan feedback in Canvas</p>	<p>On-going (weekly)</p>		
<p>Through the end of the 2020-2021 school year and in August of the 2021-2022 school year, the principal will conduct weekly scheduled individual meetings with assistant principals and instructional coaches to discuss lesson plans (specifically formative assessments and exemplar responses) and lesson plan feedback. Completion of these actions will be evinced by Principal N. Rodriguez's notes documenting the content of the administrative meetings and the existence of feedback in the comments accompanying submitted lesson plans and IB unit plans collected on the Longfellow campus Canvas page.</p>	<p>5.1</p>	<p>6/1/2021-8/31/2021</p>	<p>Longfellow Canvas classroom and individual teachers' Canvas classrooms</p>	<p>Principal N. Rodriguez, APs D. Cade and E. Castro, and Instructional Coaches F. Schwab and J. Carter</p>	<p>Targeted lesson plan feedback in Canvas and principal's notes regarding content of meeting conversations.</p>	<p>On-going (weekly)</p>		



<p>Through the end of the 2020-2021 school year, PLCs will use STAAR and MAP data to evaluate the success of instruction and students' skill development during the 2020-2021 school year. In August of the 2021-2022 school year, PLCs will strive to improve their use of data to drive instructional decisions. These PLC meetings will be facilitated by teacher leaders. Adherence to these expectations will be documented by completed and submitted hard copies of PLC agendas (containing meeting notes), Corrective Intervention Action Plans for students (based on data-indicated instructional needs), and administrative notes from observations of PLC meetings.</p>	<p>5.3</p>	<p>6/1/2021-8/31/2021</p>	<p>Student assessment data</p>	<p>Principal N. Rodriguez; APs D. Cade and E. Castro; Instructional Coaches F. Schwab and J. Carter; Department Chairs D. Guerra, J. Rochon, V. Kanthu, D. Natividad, and E. Vela</p>	<p>Student assessment data and Corrective Intervention Action Plans</p>	<p>8/31/21</p>		
<p>In August of the 2021-2022 school year, administrators will revisit with teachers school policies and expectations, including district attendance policy, policies and procedures enumerated in the campus handbook, expectations for data submission and review, and expectations for lesson plan submission and review. Documentation of completion of these actions will be provided by email notifications of faculty meetings, faculty meeting agendas, faculty meeting sign-in sheets, lesson plan submission records, and, ultimately (generally at a point later in the 2021-2022 school year than August 31, 2021), T-TESS documentation and T-TESS evaluations.</p>	<p>5.3</p>	<p>6/1/2021-8/31/2021</p>	<p>Outlook Email, faculty meeting agendas, and T-TESS documentation</p>	<p>Principal N. Rodriguez and APs D. Cade and E. Castro</p>	<p>Attendance records, lesson plan submission records, T-TESS documentation, and T-TESS evaluations</p>	<p>8/31/21</p>		