

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2015-2016

Dr. William Long Elementary-Pharr-San Juan-Alamo ISD



COLLEGE³
READY. CONNECTED. COMPLETE.

Mission Statement

Dr. William Long Elementary's mission is to develop and provide the best educational opportunities supported by a rigorous common instructional program allowing all students to achieve exemplary, purposeful success. Staff, parental, and community support through open communication and working cooperatively will enhance our student achievement. Modern technology and a positive school climate will encourage our students to achieve their maximum academic skills, thus enabling all students to graduate college-ready, college connected, college complete.

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Respect for all Stake holders
- No Excuses
- Accountability

What We Want to Accomplish Every student will be prepared for the challenges of the future – college ready – college connected - college complete.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A
School wide Components:

- 1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2014-15 STAAR District Summary Report
2. 2014-15 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRell Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources were used to review the Special Education data by the Dr. Long Education Improvement Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap between SpEd and All students 2014-2015 is 62%.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 45%.
- In Writing, the achievement gap between SpEd and All students 2014-2015 is 57%.
- In Science, the achievement gap between SpEd and All students 2014-2015 is 64%.

Personnel Needs:

The Special Education Teacher must work closely with the grade level teachers to ensure that instruction is aligned and to implement the inclusion model effectively so students can succeed.

Professional Development Needs:

The school will provide or allow teachers to attend professional development provided by the school, district, or Region I to enhance the teachers knowledge of inclusion.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

Strengths:

- In STAAR 3rd Grade Reading, the passing rate for SpEd students at PSJAISD was 0 %, 50 points below the state.*
- In STAAR 5th Grade Reading, the passing rate for SpEd students at PSJAISD was 0 %, 44 points below the state.*
- In STAAR 5th Grade Science, the passing rate for SpEd students at PSJAISD was 0 %, 41 points below the state*.

*STAAR results only include special education students who took the STAAR exam. STAAR A and STAAR Alt 2 are not reflected on this report.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the Site Base Decision Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. Dual Language teachers were trained in the enhanced curriculum that was revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program by the DL Department. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap between ELL and All students 2014-2015 is 7%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 9%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 7%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 16%.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

On the STAAR exam:

- 3rd grade Reading passing rate for ELL students at Dr. Long was 70%, 3 points above the state.
- 4th grade Reading passing rate for ELL students at Dr. Long was 72%, 13 points above the state.
- 4th grade Writing passing rate for ELL students at Dr. Long was 75%, 16 points above the state.
- 5th grade Reading passing rate for ELL students at Dr. Long was 58%, 1 below the state.
- 5th grade Science passing rate for ELL students at Dr. Long was 45%, 7 points below the state.

TELPAS

- 2nd grade increase by one level 59%, increase by two levels 19%
- 3rd grade increase by one level 63%, increase by two levels 5%
- 4th grade increase by one level 66%, increase by two levels 0%
- 5th grade increase by one level 58%, increase by two levels 3%

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is +1%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 3%.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, Dr. Long earned a score of 48, 8 points above the region and 18 points above the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- 3rd grade Reading passing rate for Eco Dis students at Dr. Long was 77%, 8 points above the state.
- 4th grade Reading passing rate for Eco Dis students at Dr. Long was 74%, 10 point above the state.
- 4th grade Writing passing rate for Eco Dis students at Dr. Long was 74%, 13 points above the state.
- 5th grade Reading passing rate for Eco Dis students at Dr. Long was 76%, 6 points above the state.
- 5th grade Science passing rate for Eco Dis students at Dr. Long was 73%, 11 points above the state.

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • 3rd Grade Math/Reading • 4th Grade Math/Reading/Writing • 5th Grade Science <p style="text-align: center;">Mastery 80% or Higher</p>	<ul style="list-style-type: none"> • 3rd Grade Math/Reading • 4th Grade Math/Reading/Writing • 5th Grade Science <p style="text-align: center;">Mastery 78% or Lower</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 3rd Grade Math/Reading • 4th Grade Reading/Writing • 5th Grade Science <p>SMART Goal: 80% or Higher</p>
2	Index 2: Student Progress	<p>Dr. William Long Elementary meet and exceeded the states recommendation 81%</p> <p>State Recommendation 60%</p>	<ul style="list-style-type: none"> • 20% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2015-16 in Reading, Writing, Mathematics, and Science,
3	Index 3: Closing the Achievement Gap	<ul style="list-style-type: none"> • Dr. William Long Elementary meet and exceeded the states recommendation 43%. <p>State Recommendation 28%.</p>	<ul style="list-style-type: none"> • LEP students not served failed to meet the PBMAS standard in Reading, and Science. • TELPAS ratings for students in U.S. Schools multiple years are at INT/ADV. levels • Special Education students did not meet PBMAS Standards in Reading, Math, Writing, and Science • Migrant students did not meet PBMAS standard in Science. 	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, and science.</p>
4	Index 4: Post Secondary Readiness	<p>Dr. William Long Elementary meet and exceeded the state level of 12 with a 35.</p> <p>Mastery at Final Recommended was above 12%.</p>	<ul style="list-style-type: none"> • Students meeting Postsecondary Readiness was 35% • Focus on all subgroups in the subjects of Reading, Math, Writing, and Science., 	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Parent Involvement is high • Students/Parent sponsored activities • Monthly calendars sent out to parents • Notices sent home to remind parents of events • Communication with parents in English and Spanish 	<ul style="list-style-type: none"> • Participation of ALL parents 	<ul style="list-style-type: none"> • Conduct parent meetings after school • Communication with parents using Living Tree
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. • Instructional Rounds 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use • CIT will conduct technology meetings after school
7	School Culture and Climate	<ul style="list-style-type: none"> • Good Teacher attendance • Collaborative Learning Communities with common planning periods • Customer Service • Vertical Alignment meetings • Teachers teaching teachers 	<ul style="list-style-type: none"> • Increase student attendance 	<ul style="list-style-type: none"> • Build public relations with parents and stake holders
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRell Evaluation Tool • Assign mentor teacher to new teachers • Peer-teacher observations 		

DR. W. LONG DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT
Number	919	470	449	59	366	5	3	20	17	666	52
Percent	100%	51%	49%	6%	40%	.5%	.3%	2%	2%	72%	6%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	919	909	3	2	5	0
Percent	100%	99%	3%	.2%	.5%	0%

DR. W. LONG DEMOGRAPHICS



Total Enrollment – 919

Total Number of Teachers – 49

Percent	PSJA ISD	Dr. Long
Hispanic	98.89%	99%
Economically Disadvantaged	89%	72%
ELL	41.04%	40%

Student Achievement Summary 2015

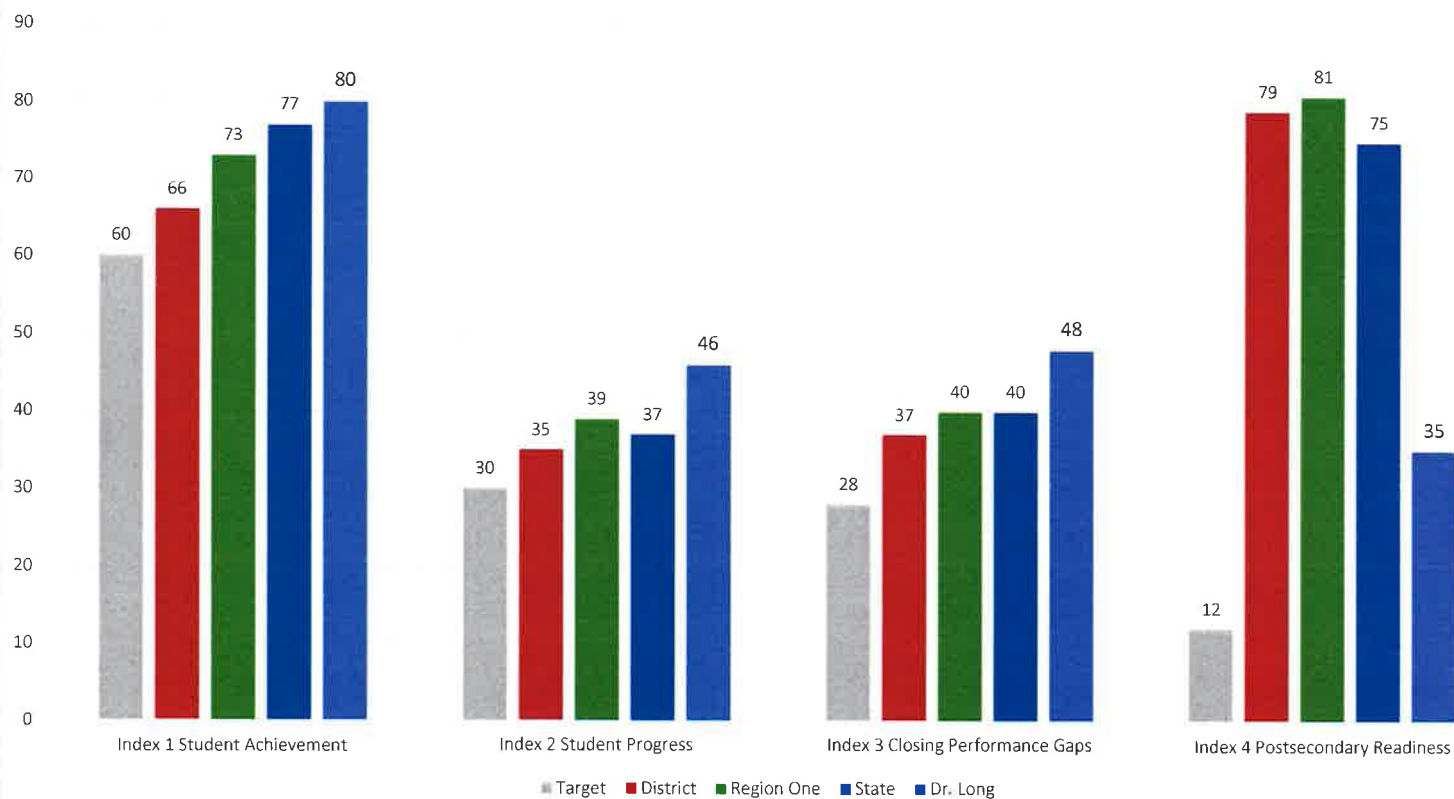


	Performance Target 2015	State	Region 1	PSJAISD	Dr. W. Long	Goals 2016
Index 1 Student Performance	60	77	73	66	80	87
Index 2 Progress Measure	30	37	39	35	46	52
Index 3 Closing the Gap	28	40	40	37	48	53
Index 4 Postsecondary Readiness	12	75	81	79	35	45

Student Achievement Summary 2015



State Accountability 2015



Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Dr. W. Long	Goals 2016
Reading	60	77	71	64	82	90
Math	60	81	79	70	71	85
Writing	60	72	71	66	78	87
Science	60	78	75	70	76	86

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Dr. W. Long	Goals 2016
Reading	60	62	59	53	75	85
Math	60	65	64	54	62	85
Writing	60	60	62	58	74	85
Science	60	61	60	59	47	70

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Dr. W. Long	Goals 2016
Reading	60	43	37	29	4	70
Math	60	45	46	34	26	70
Writing	60	29	22	14	10	70
Science	60	47	46	47	0	70

Student Achievement Summary 2015




ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Dr. W. Long	Goals 2016
Reading	60	70	69	62	65	80
Math	60	75	77	68	70	85
Writing	60	63	69	65	68	75
Science	60	71	73	68	52	70

State System Safeguards 2015



Dr. Long 2015 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
	Reading	82		82						82		77
*Math	71		71						70		62	
Writing	78		78						81		74	
Science	76		76						73		60	
Percent of Eligible Measures Met	3		3						3		3	100

 Indicates Did Not Meet Minimum Size Requirement
 Met 20 indicators out of 30
 66% = * Math was not measured this year

SYSTEM SAFEGUARDS 2015



	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y		Y	4	4	
Math														
Writing	Y		Y						Y		Y	4	4	
Science	Y		Y						Y		Y	4	4	
Total	3		3						3		3	12	12	100

Dr. William Long Elementary 2015-2016 Goals



- The following charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.

2015-2016 Dr. William Long Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	77	85
Phase in 2 Level II	57	70	85
Final Recommended Level II	74	42	55
Adv. Level III	89	8	15

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	82	85
Phase in 2 Level II	56	70	70
Final Recommended Level II	73	42	70
Adv. Level III	83	22	35

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	46	90	85
Phase in 2 Level II	54	84	75
Final Recommended Level II	72	44	70
Adv. Level III	86	20	30

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Dr. William Long Goals



3rd Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1	50	77	85
Phase In 2	58	67	77
Phase In 3	75	53	63
Adv. Level III	85	16	25

4th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1	52	75	85
Phase In 2	59	70	80
Phase In 3	75	57	67
Adv. Level III	86	24	30

5th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	88	95
Phase In 2	63	77	88
Phase In 3	78	59	63
Adv. Level III	87	22	30

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Dr. William Long Goals



4th Grade Writing			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	75	85
Phase in 2 Level II	59	70	75
Final Recommended	70	57	60
Level III Adv.	84	15	25

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Dr. William Long Goals



5 th Grade Science			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	59	76	86
Phase in 2 Level II	66	60	70
Final Recommended	80	42	52
Adv. Level III	91	11	17

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Dr. William Long Goals



- Goal 1-Index 1:Student Achievement
- Goal 2-Index 2:Student Progress
- Goal 3-Index 3:Closing the Achievement Gap
- Goal 4-Index 4: Post Secondary Readiness
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
CLC Meetings will target core areas and areas of concern will be addressed. Things needed: <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink 	Administrators Teachers CLL Coach	Local Funds, Title 1 Funds,	Aug 2015 – June 2016	Agenda and Sign in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Teacher representatives will be selected to present to other teachers on innovative and research based activities.	Administrators Teachers CLL Coach	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Teachers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable lesson plans for each course.	Administrators Teachers CLL Coach	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Lesson Plans will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Administrators Teachers CLL Coach	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, Sp Ed 224	Aug 2015 – June 2016	Completed Lesson Plan Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Academic Calendars will be followed for all courses. (timelines will be used for all HB5 courses)	Administrators Teachers CLL Coach	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Completed Academic Calendars and Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be used to monitor the effectiveness of the curriculum, teaching and learning Things needed: <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharpies • Markers • Pens • Highlighters 	Principal Asst. Principal Teachers CLL Coach	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal Asst. Principal Teachers CLL Coach	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
School Data Review Meetings will be held to review CBA and Benchmark data with the teachers and to plan next steps	Principal Asst. Principal Teachers CLL Coach	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal Asst. Principal Teachers CLL Coach	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Selected Teachers will attend Dana Center to receive training in the vertical alignment of state standards in math and science.	Principal Asst. Principal Teachers CLL Coach	Title 1 Funds	Aug 2015 – June 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be implemented for each of the HB5 courses</p> <p>Things needed:</p> <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharpies • Markers • Pens • Highlighters 	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teachers will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration Things needed: <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharpies • Markers • Pens • Highlighters 	Campus Principal Asst. Principal Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs,	Title 1 - #8
Data Room will be updated and used for data analysis and monitoring student progress.	Campus Principal Asst. Principal Teachers	Local Funds, Title 1 Funds	August 2015- June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data	Campus Principal Asst. Principal Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs,	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Administrators Campus Principal Asst. Principal Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs	Title 1 - #2, 4, 8

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus monitoring of the progress of migrant students will be done immediately following each CBA and BM Things needed: <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharpies • Markers • Pens • Highlighters 	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs	Title 1 - #1, 2
Science teacher will create formative assessments using training provided by the Dana Center.	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	August 2015- June 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs	Title 1 - #4

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Campus Goals specific for each subgroup will be shared with staff members.</p> <p>Things needed:</p> <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharpies • Markers • Pens • Highlighters 	Principal Asst. Principal CLC Coach Teachers	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
<p>Campus Goals specific for each subgroup will be developed at the campus using the district template.</p>	Principal Asst. Principal CLC Coach Teachers	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
<p>Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc</p>	Principal Asst. Principal CLC Coach Teachers	Local Funds, Title 1 Funds	Aug 2015 – June 2016	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>All teachers will be required to follow the modifications and/or accommodations for the special education students in their classroom.</p> <p>Things needed:</p> <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharpies • Markers • Pens • Highlighters 	<p>Campus Principals Asst. Principal Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2015 – June 2016</p>	<p>Lesson Plans and Walk-throughs</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>
<p>Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.</p>	<p>Campus Principals Asst. Principal Teachers</p>	<p>Title I SCE Local</p>	<p>October 2015 November 2015 January 2016 February 2016</p>	<p>Special Populations' Data Templates</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2, 8</p>
<p>Professional development training on data analysis will be provided for teachers.</p>	<p>Campus Principals Asst. Principal Teachers</p>	<p>Title I SCE Local</p>	<p>October 2015 January 2016</p>	<p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark Things Needed: <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Kamico, (all subjects) • Think Through Math • iStation, • Motivational (all subjects) 	Campus Principals, Asst. Principal, Instructional Coaches	Local Title I SCE	August 2015-May 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principals, Asst. Principal, Instructional Coaches	Local Title I SCE	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all teachers on differentiated instruction and data analysis.	Campus Principals, Asst. Principal, Instructional Coaches	Local Title I SCE	August 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 4: Professional development specific to the state assessed curriculum will be provided for all campus stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated. Things needed: <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharpies • Markers • Pens • Highlighters 	Principal Asst. Principal	Local Funds Title I SCE	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to unpack the TEKS for each course assessed on HB5 Things Needed: <ul style="list-style-type: none"> • TEKS • Colored Ink 	Principal Asst. Principal Instructional Coach	Title I Local Funds SCE	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly in elementary schools for unpacking the TEKS and lesson plan collaboration.	Principal Asst. Principal Instructional Coach	Title I Local Funds SCE	August 2015-June 2016	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to use DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal Asst. Principal Instructional Coach	Title I Local Funds SCE	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be provided for all teachers.	Principal Asst. Principal Instructional Coach	Title I Local Funds SCE	August 2015 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary Goal 1: Improve Student Academic Achievement (Index 1)

Objective 4: Professional development specific to the state assessed curriculum will be provided for all campus stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students. Things needed: <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharpies • Markers • Pens • Highlighters 	RtI Campus Coordinator Principal Asst. Principal	Title I SCE Local	Aug 2015 – June 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	TOT Teachers Principal Asst. Principal	Title I SCE Local	Aug 2015 – June 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Counselor Principal Asst. Principal	Title I SCE Local	Aug 2015 – June 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all teachers on Data Analysis/Differentiated instruction.	Principal Asst. Principal Instructional Coach	Title I SCE Local	August 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum using thematic-based instruction and CIF teaching strategies will be implemented. Things Needed: <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Kamico, (all subjects) • Think Through Math • Motivational Reading/Writing • Write from the Beginning 	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Writing Rubrics developed by the district will be used accordingly.	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 ~ June 2016	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Summer 2015 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level Things Needed: <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Kamico, (all subjects) • iStation • Write from the Beginning • Motivational Reading/Writing 	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
STAAR Literature questions will be written for each literary piece/all genres	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Summer 2015-June 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to identify students in need of extended learning opportunities	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be implemented for K-12 using CIF strategies Things Needed: <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Kamico, • Think Through Math • iStation, • Sharon Wells • DMR 	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities Things Needed: <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Kamico, • Think Through Math • iStation, • Sharon Wells • DMR • Thinking Maps 	Principals Asst. Principal Instructional Coaches, Teachers	Title I SCE Local	Aug 2015 – June 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Daily problems of the day will be used as spiraled/warm-up activities in STAAR format	Principals Asst. Principal Instructional Coaches, Teachers	Title I SCE Local	Aug 2015 – June 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Exit tickets will be developed aligned to the skill of the day	Principals Asst. Principal Instructional Coaches, Teachers	Title I SCE Local	Aug 2015 – June 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Sharon Wells training on effective teaching strategies for elementary math teachers.	Principals Asst. Principal Instructional Coaches, Teachers	Title I SCE Local	Aug 2015 – June 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary Goal 3: Close the student achievement gap among all populations. (Index 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include and use supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •TPRI/Tejas LEE Strategies <p>Things Needed:</p> <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Kamico, • Think Through Math • iStation, • Sharon Wells • DMR • Motivational Reading/Math 	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	August 2015 - May 2016	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBA's, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary Goal 3: Close the student achievement gap among all populations. (Index 3)

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments. Things Needed: <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Kamico, (all subjects) • iStation • Motivational Math/ Reading/Writing/Science 	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
3. Implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
4. Implementation of ELPS strategies to accelerate the progress of ELLs.	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, transitioning from Head Start and or Jr. High, extracurricular and school organizations.	Principal Asst. Principal Inst. Coach Teachers Counselor	Title I SCE Local	Aug 2015 – June 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary Goal 3: Close the student achievement gap among all populations. (Index 3)

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions. Things Needed: <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Kamico, (all subjects) • iStation 	Principal Asst. Principal Inst. Coach Teachers Counselor	Title I SCE Local	Aug 2015 – June 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal Asst. Principal Inst. Coach Dyslexia Teacher Counselor	Title I SCE Local	Aug 2015 – June 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
8. Provide extended learning and absence recovery opportunities for students not mastering the curriculum through summer school, absence recovery, Saturday academies, tutorials, and enrichment period.	Principal Asst. Principal Inst. Coach Teachers Counselor	Title I SCE Local	Aug 2015 – June 2016	Summer school rosters, absence recovery rosters, tutorial schedules, log in sheets	Students have lower failure rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1 - #4
9. Using data room, principal and teachers will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeting instructional interventions.	Principal Asst. Principal Inst. Coach Teachers Counselor	Title I SCE Local	Aug 2015 – June 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1-#4

Dr. William Long Elementary Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Use revised curriculum documents for provided by the district with focus on STAAR questioning. Things Needed: <ul style="list-style-type: none"> • Copy Machine • Paper • Colored Ink 	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Lesson Plans	Benchmark scores, an increase in the number of students scoring at the Level II	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Use training provided to teachers on TEKS analysis to determine depth and complexity of each students' expectation and plan lessons accordingly.	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Agenda and Sign-in Sheets Lesson Plans	Benchmark scores, an increase in the number of students scoring at the Level II	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide rigor in lessons using STAAR released test items and depth of knowledge questioning.	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2015 – June 2016	Agenda and Sign-in Sheets Lesson Plans	Benchmark scores, an increase in the number of students scoring at the Level II	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug. 2015-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Dr. William Long Elementary Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Principal Asst. Principal Inst. Coach Teachers	Title I Local SCE	October 2015 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal Asst. Principal Inst. Coach Teachers	Title I Local SCE	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held on campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Asst. Principal Inst. Coach Teachers	Title I Local SCE	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Principal and Asst. Principal will share with District Administrators improvement plans and next steps after each CBA and Benchmark.	Principal Asst. Principal Inst. Coach	Title I Local SCE	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Dr. William Long Elementary Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.</p> <p>Things Needed:</p> <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Kamico, (all subjects) • iStation • Accelerated Instruction After School, Saturdays • Voyager • Sing, Spell, Read, and Write • Motivational Reading, Math, Writing, Science 	<p>Principals Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>August 2015-May 2016</p>	<p>Tutorial logs (Student Sign-in Sheets & Schedules)</p>	<p>Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,4,8</p>

Dr. William Long Elementary Goal 5: Family and Community Involvement

Objective 1: Provide opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing Things Needed: <ul style="list-style-type: none"> • Copy Machine • Computer • Laptops • Paper • Promethean Board 	Principal Asst. Principal Teachers Parent Educator	Title I SCE Local	August 2015 - May 2016	Sign-in Sheets	Parent Surveys	Sign in Sheets	Title I - #4, #6
Parent involvement in: 911 Program Veterans Program Thanksgiving Program Christmas Program Kinder Graduation Awards Assemblies	Teachers Principal Asst. Principal Parent Educator	Title I SCE Local	August 2015- May 2016	Sign in Sheets	Parent Surveys	Sign in Sheets	Title I - #4, #6
Parent Orientations geared towards transitioning between grade levels Things Needed: <ul style="list-style-type: none"> • Copy Machine • Computer • Laptops • Paper • Promethean Board 	Principal Asst. Principal Teachers Parent Educator	Title I SCE Local	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Parent Surveys	Sign in Sheets	Title I - #4, #6
Parent involvement in their child's education: Parent Contact Logs Notices going home Monthly Calendar	Teachers Principal Asst. Principal Parent Educator	Title I SCE Local	August 2015- May 2016	Sign in Sheets	Parent Surveys	Sign in Sheets	Title I - #4, #6

Campus Goal 6: Technology – Dr. Long will implement and update a comprehensive plan for meeting student learning needs through technology.

Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will attend technology PD provided by the district and campus. These PD will be planned by the CIT with the assistance of Lab Manager, Principal, Asst. Principal, and CIF Coach.</p> <p>Things Needed: Laptops Computers Printers Promethean Boards Headsets External Drives</p>	<p>CIT Lab Manager Principal Asst. Principal CIF Coach</p>	<p>Title I Local SCE</p>	<p>August 2015 – May 2016</p>	<p>Increased number of teachers using technology Increase in the number of participant in technology trainings Sign in Sheets</p>	<p>Increased student scores on STAAR</p>	<p>Monthly Updates with teachers and CIT</p>	<p>Title I - #10</p>
<p>Provide resources and support for Campus Teachers to work directly with CIT to integrate technology into curriculum.</p>	<p>CIT Lab Manager Principal Asst. Principal CIF Coach</p>	<p>Title I Local SCE</p>	<p>August 2015 – May 2016</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores on STAAR Increase projects assigned to students</p>	<p>Monthly Updates with teachers and CIT</p>	<p>Title I - #10</p>

Dr. William Long Elementary Goal 6: Technology

Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
<p>Teachers will use technology resources (online Accelerated Reading Software) to facilitate reading development for all students. To include but not limited to : iStation, Think through Math, learning.com, atomic learning Accelerated Reader Software, adequate bandwidth, and adequate hardware, headphones</p>	<p>Teachers CIT Principal Asst. Principal CIF Coach Lab Manager</p>	<p>Title I SCE Local</p>	<p>August 2015- May 2016</p>	<p>AR reports from schools</p>	<p>Improved scores in reading and Math</p>	<p>Increase in the participation and scores on the AR program</p>	<p>Title I - #10</p>
<p>Teachers and students will be provided the resources for online library/research (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students. Destiny Software, adequate bandwidth, and adequate hardware</p>	<p>Teachers CIT Principal Asst. Principal CIF Coach Lab Manager</p>	<p>Title I SCE Local</p>	<p>August 2015 – May 2016</p>	<p>usage reports from the Destiny system.</p>	<p>Increase in the number of students using the Destiny system.</p>	<p>Review of Destiny Reports</p>	<p>Title I - #10</p>

Dr. William Long Elementary Goal 6: Technology

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Use curriculum and integrate K-5 technology essential knowledge and skills (TEKS) in the classroom and lab. Core content curriculum resources.</p> <p>Learning.com resources.</p> <p>State guidelines for required technology courses.</p> <p>Local SCE Title I</p>	<p>Teachers CIT Principal Asst. Principal</p>	<p>Title I SCE Local</p>	<p>August 2015 – May 2016</p>	<p>Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.</p>	<p>Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.</p>	<p>Principal, Asst. Principal and Teacher monitoring</p>	<p>Title I - #10</p>
<p>Use any curriculum Developed by the district in core subject areas. Core content curriculum resources.</p> <p>Learning.com Title I SCE Local</p>	<p>Teachers CIT Principal Asst. Principal</p>	<p>Title I SCE Local</p>	<p>August 2015 – May 2016</p>	<p>Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.</p>	<p>Increased scores on technology benchmarks and state tests.</p>	<p>Principal, Asst. Principal and Teacher monitoring.</p>	<p>Title I - #10</p>

Dr. Long Elementary Goal 6: Technology

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Continue to support computer assisted instruction in computer labs and distributed settings.	Lab Manager CIT Principal Asst. Principal	Local Title I SCE	Aug. 2015 - May 2016	Sign in sheets	Increase in student achievement (higher TAKS scores)	Increase of Technology used in the classroom	
Teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Lab Manager CIT Principal Asst. Principal	Local Title I SCE	Aug. 2015 – May 2016	LAB usage logs	Increase in student achievement (higher TAKS scores).	Increase of Technology used in the classroom	

Dr. William Long Elementary Goal 7: Create a Safe School Culture and Climate.

Objective 1: Apply discipline protocols consistently and fairly throughout the campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators will attend PD on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2015- May 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal Asst. Principal Counselor	Local Funds	August 2015- May 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Train all staff on de-escalation and restorative practices	Principal Asst. Principal Counselor	Local Funds, Title I	August 2015- May 2016	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in referrals to the office	Side by side data analysis	Title 1--#10
Train teachers on filling out referral reports and documentation	Principal Asst. Principal Counselor	Local Funds, Title I	August 2015- May 2016	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in referrals to the office	Side by side data analysis	Title 1--#10

Dr. William Long Elementary Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist parents with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Counselor -Nursing Staff Principal Asst. Principal	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2015- June 2016	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources Epi Pen and Food Allergies Training	Counselor -Nursing Staff Principal Asst. Principal	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2015- June 2016	Use the hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title 1--#10
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Counselor -Nursing Staff Principal Asst. Principal	-School based clinics -Local health care providers -Local hospitals	August 2015- June 2016	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Side by side data analysis	Title 1--#10

Dr. William Long Elementary Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Use best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics)	-Nursing Staff Principal Asst. Principal Counselor	Title I SCE Local	August 2015- May 2016	Documentation Logs	Health improvement for students	Side by side data analysis	Title 1--#10
Provide support services including prevention of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Nursing Staff Principal Asst. Principal Counselor	-Behavioral Centers -PSJA LPC Title I SCE Local	August 2015- May 2016	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Nursing Staff Principal Asst. Principal Emergency Response Team Counselor	-Emergency medical services from Pharr, San Juan and Alamo Title I SCE Local	August 2015- May 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

Dr. William Long Elementary Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</p>	<p>-Nursing Staff Counselor Principal Asst. Principal</p>	<p>-Texas Tropical -Behavioral Centers -Police Departments Local SCE Title I</p>	<p>August 2015- May 2016</p>	<p>Counselor and Nurse's Documentation</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.</p>	<p>Counselor -Nursing Staff Principal Asst. Principal</p>	<p>Local SCE Title I</p>	<p>August 2015- May 2016</p>	<p>Counselor and Nurse's Documentation</p>	<p>Clinic Vists</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

Dr. William Long Elementary Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> -Counselor -Nurse PE Department Principal Asst. Principal 	<ul style="list-style-type: none"> -Local SCE Title I 	<p>August 2015- May 2016</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

Dr. William Long Elementary Goal 7: Create a Safe School Culture and Climate.

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent teacher assignments to ensure student engagement and quality of instruction.	Principal Asst. Principal Counselor CIF Coach Teachers	Local Funds SCE Title I	August 2015- June 2016	-Heterogeneously assignments -Student Recovery Initiatives -Pre-Countdown to Zero -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Implement Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal Asst. Principal Teachers Counselor	Local Funds SCE Title I	August 2015- June 2016	Correspondence, Emails, TEA letter, Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Promote high Attendance rates throughout the school by providing incentives for students such as, but not limited to: Six Weeks Raffle Movie for Highest class/grade level Field Day for 100% class	Principal Asst. Principal Teachers Counselor	Local Funds SCE Title I	August 2015- May 2016	Correspondence, Emails, District Plan, Weekly Report Card	Daily Attendance Report Weekly Reports Monthly Reports	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10

Dr. William Long Elementary Goal 7: Create a Safe School Culture and Climate.

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Use the Districts Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> School messenger 	PEIMS Clerk Principal Asst. Principal	Local Funds	August 2015-May 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance to ensure student academic success.	Counselor Principal Asst. Principal	Local Funds	August 2015-May 2015	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10
Provide transitional services for students coming from Head Start or Day Care and students going to Middle School	Counselor Principal Asst. Principal Teachers	Local SCE Title I	May 2016	Counselors Logs	Students feeling confident and secured on moving on		Title 1--#10

Dr. William Long Elementary Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> • Bilingual/ESL certified • Special Education certified • Core area certifications • Masters degrees • CTE certified • Advance Placement certified A passion for students, and commitment to excellence	Principal Asst. Principal CIF Coach	Title I SCE Local	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> • Staff hired High teacher retention rate 	<ul style="list-style-type: none"> • All classrooms have a HQ teacher that is prepared to deliver instruction • Teacher will support student success with content expertise 	<ul style="list-style-type: none"> • Screen all applicants for best candidates • Hold Invitational Job Fairs • McRel Observations • SLO's 	Title 1 - # 3, #4
Assign University Student Interns that have demonstrated excellence in the classroom as assigned by District	Principal Asst. Principal CIF Coach	Title I SCE Local	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1 - # 3, #4
Celebration of: Teacher Achievements Birthdays Classroom Achievements Special Holiday Celebration Special Lunch Incentive Extended Planning Time Teacher of the Year Teacher/Paraprofessional of the Month Raffles	Title I SCE Local	Title I SCE Local	August 2015 – May 2016	Teacher Turnaround	Teacher Moral	Teacher turnaround	Title 1 - # 3, #4

Dr. William Long Elementary Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Attend training for Principals on interviewing , documentation of teachers	Human Resources Principal	Title I SCE Local	August 2015 .- June 2016	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	Title 1 - # 3, #4
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Principal Asst. Principal Instructional Coach	Title I SCE Local	August 2015-June 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - # 3, #4
On-going professional development of District Curriculum	Principal Asst. Principal Instructional Coach	Title I SCE Local	August 2015-June 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1 - # 3, #4
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Principal Asst. Principal Instructional Coach	Title I SCE Local	August 2015-June 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1 - # 3, #4

District Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assign a Campus Mentor for New Teachers or Teachers assigned to a different grade level	Principal Asst. Principal CIF Coach	PACT Teachers Local Title I SCE	Aug. 2015 –May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 - # 3, #4
Implement an effective instructional coaching system with on-going professional development	Principal Asst. Principal CIF Coach	Title One Local Funds SCE	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 - # 3, #4
CIF Coach will attend Monthly professional development meetings for elementary CIF Coaches	Principal Asst. Principal CIF Coach	Title One Local Funds SCE	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 - # 3, #4
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Principal Asst. Principal CIF Coach	Title One Local Funds SCE	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 - # 3, #4
Monthly progress monitoring campus visits and Instructional rounds	Principal Asst. Principal CIF Coach	Title One Local Funds SCE	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	Title 1 - # 3, #4

Dr. William Long Elementary Committee Members



Administration

Concepcion Ipina – Principal
Judith Canales – Asst. Principal
Loretta Sanchez – Counselor
Maribel Marin – CIF Coach

Chairpersons

Roxanne Serna – PK Teacher
San Juanita Tovar – Kinder Teacher
Natividad Hernandez – Kinder Teacher
Margarita Hernandez – 1st Grade Teacher
Mary Clifford – 2nd Grade Teacher
Jessica Zuniga – 3rd Grade Teacher
Anna Martinez – 3rd Grade Teacher
Rosario Galindo – 4th Grade Teacher
Liza Garcia – 5th Grade Teacher
Flor Villarreal – 5th Grade Teacher
Jose Silva – 5th Grade Teacher
Sandra Gonzalez – Science Lab Teacher

Instructional Aides

Elsa Blanco – Library Aide
Clarissa Cancino – Computer Lab Mgr.
Fernando Arellano - Coach

Parents and Community Members

Angelica Alcantar– Parent
Leroy Jasso – Parent

Melva Palacios – Business Member
Delia Montanez – Business Member