

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2018-2019

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



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 potential, thus enabling all students to graduate college-ready, college connected, college complete.

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



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 literary 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. 2017-18 STAAR District Summary Report

2. 2017-18 Attendance

3. Discipline Referrals

4. PEIMS Demographics

5. Walk-through Data

6. Parental Involvement Data

7. McREL Teacher Evaluations

8. Professional Development Plan

9. Teacher Certifications

10. TELPAS Scores

11. Technology Inventories

12. Systems Safeguards

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 and Performance Based Data Table indicators to determine strengths and 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:

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

- In Reading, the achievement gap between Current SPED and All students 2017 – 2018 is 39%.
- In Mathematics, the achievement gap between Current SPED and All students 2017 – 2018 is 41% .
- In Writing, the achievement gap between SPED and All students 2017 – 2018 is 61%.
- In Science, the achievement gap between SPED and All students 2017 – 2018 is 18%.

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 and other SPED learning styles (Autism, ADD, ADHD, etc...)

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 indicators to determine strengths and needs of our ELL students. Dual Language teachers were trained in the enhanced curriculum that was revised for grades K-12 during the summer to address the needs of our ELL students and aligned 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 2017 – 2018 is 3%.
- In Mathematics, the achievement gap between ELL and All students 2017 – 2018 is 1%.
- In Writing, the achievement gap between ELL and All students 2017 – 2018 is 6%.
- In Science, the achievement gap between ELL and All students 2017 – 2018 is 1%.

Personnel Needs:

Teachers will work closely with each other and ensure that they are following the curriculum set by the Bilingual department. Teachers will plan accordingly.

Professional Development Needs:

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



Comprehensive Needs Assessment

Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

On the STAAR exam:

- Reading passing rate for ELL current and monitored students at Dr. Long was 78%, 14% above the state.
- Math passing rate for ELL current and monitored students at Dr. Long was 89%, 11% above the state.
- Writing passing rate for ELL current and monitored students at Dr. Long was 73%, 15% above the state.
- Science passing rate for ELL current and monitored students at Dr. Long was 91%, 20% above the state.

TELPAS **DATA Missing**

- 2nd grade increase by 1 or more levels .
- 3rd grade increase by 1 or more levels
- 4th grade increase by 1 or more levels .
- 5th grade increase by 1 or more levels .

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:

Academic Achievement: 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 2017 – 2018 is 0%.
- In Mathematics, the achievement gap between Eco Dis and All students 2017 – 2018 is 1%.

Academic Growth: 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 2017 – 2018 is 1%.
- In Mathematics, the achievement gap between Eco Dis and All Students 2017 – 2018 is 0%.

Personnel Needs:

Teachers will closely monitor students and use interventions to ensure student success.

Professional Development Needs:

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



Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- Reading passing rate for Eco Dis students at Dr. Long was 79%, 13% above the state.
- Math passing rate for Eco Dis students at Dr. Long was 89%, 13% above the state.
- Writing passing rate for Eco Dis students at Dr. Long was 78%, 21% above the state.
- Science passing rate for Eco Dis students at Dr. Long was 88%, 15% above the state.

Comprehensive Needs Assessment Continued: CSF 1-7 Summary of Findings ** See attached graph

CSF	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p align="center">Improve Academic Performance</p>	<ul style="list-style-type: none"> • School met 13 out of 14 indicators in Academic Achievement Domain • School meet 7 out of 7 indicators in Student Achievement Domain • Reading -80 • Mathematics – 89 • Writing – 79 • Science - 89 	<p>School needs improvement in the following areas: Academic Growth</p> <ul style="list-style-type: none"> • Non-continuously enrolled student • ELs Current and M4 • Special Ed Current and Former • Continuously and Non-Continuously Enrolled students • Improvement is needed in several of the indicators to make sure we continue being successful. 	<ul style="list-style-type: none"> • Extended day and Saturday enrichment • STAAR Camps • After school camps • Voyager • Reading Resources • Computer programs used and monitored • AR implemented and monitored for Lexile levels • Writing implemented and monitored in all grade levels
2	<p align="center">Increase the use of quality Data to Improve Instruction</p>	<ul style="list-style-type: none"> • Use Data to guide instruction • Break down TEKS • Align TEKS across grade levels • Parent/Student orientations 	<ul style="list-style-type: none"> • Testing alignment between languages • Accountability for all grade levels • Monitor progress of students 	<ul style="list-style-type: none"> • Reliable tests • Vertical team meetings
3	<p align="center">Increase Leadership Effectiveness</p>	<ul style="list-style-type: none"> • SEED • TOT • Continued Education for Teachers and paraprofessionals • Attend conferences • Students monitor their progress • Student council 	<ul style="list-style-type: none"> • Time • Grants • Encourage more teachers/paraprofessionals to enroll in higher education • Sponsor students events geared towards college 	<ul style="list-style-type: none"> • Flexibility • Grand writing training • Presenters for students

Summary of Findings

CSF	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	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 DOJO Remind Dr. Long FB
5	Increase Learning Time	<ul style="list-style-type: none"> 45 Min. STEAM in the AM 30 Min. After school Enrichment UIL/Clubs 	<ul style="list-style-type: none"> Student participation Staff implementation /participation STEAM activities 	<ul style="list-style-type: none"> Sponsors Supplies
6	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 Raffles
7	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> Highly Qualified Staff New Teacher Academy McREL Evaluation Tool Assign mentor teacher to new teachers Peer-teacher observations Leadership walk throughs SEED Celebrations 		<ul style="list-style-type: none"> Celebrate accomplishments Provide PD Allow for cross level observations

Dr. William Long Elementary 2018-2019 Goals



- The following charts reflect the State Accountability results they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2017-2018 (STAAR, STAAR ALT 2) all populations are included. This will allow us to analyze our needs and set attainable goals for the 2018 -2019 school year.

DR. W. LONG DEMOGRAPHICS



Total Enrollment –

Total Number of Teachers – 49

Percent	PSJA ISD	Dr. Long
Economically Disadvantaged		96%
ELL		35.1%

DR. W.LONG DATA



Domain I					
STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies
Approaches	80	89	79	89	
Meets	49	66	56	57	
Masters	26	34	20	25	
2019 Goals					
Approaches	90	96	85	96	
Meets	60	75	65	65	
Masters	40	45	30	35	

Domain II		
Academic Growth	2018	2019 Goals
Points from 1/2 Point	60	100
Points from 1 Point	177	200



* Include in 2018-2019 Campus Improvement Plan

DR. W. LONG DATA

Elementary and Middle School (Domain III)

Academic Achievement (Percentage at MEETS Grade Level or Above)												
	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and MA)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Eval.
Reading	49	100	49	100	74	22	49	43	40	51	41	14
Targets	44	32	37	60	74	19	53	29	36	46	42	14
2019 Goals	54	100	55	100	74	25	54	48	45	56	48	14
Math	66	100	65	100	74	44	65	63	80	65	67	14
Targets	46	31	40	59	82	23	36	40	44	47	45	14
2019 Goals	71	100	70	100	74	49	70	68	85	70	72	14
Academic Growth												
	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and MA)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Eval.
Reading	65	62	65	50	77	39	64	53	63	65	65	12
Targets	66	62	65	69	77	59	64	64	65	66	67	12
2019 Goals	73	73	73	73	74	63	70	69	69	74	72	12
Math	74	74	74	100	74	67	74	67	75	74	78	12
Targets	71	57	69	74	86	61	68	68	70	71	70	12
2019 Goals	85	85	85	85	86	78	80	80	85	85	85	12
English Language Proficiency												
TELPAS								ELs (Current)				
Targets								42				
2019 Goals												
Student Achievement Domain												
	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and MA)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Eval.
Domain I	56	100	56	90	73	29	56	53	60	59	51	7
Targets	47	36	41	58	73	23	38	37	43	48	45	7
2019 Goals	65	100	65	100	73	35	65	65	68	66	60	7

* Include in 2018-2019 Campus Improvement Plan

DR. W. LONG DATA



3rd Grade Mathematics		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 75%	TARGET: 75%
	2018	2019
Approaches Grade Level	90%	95%
Meets Grade Level	60%	70%
Masters Grade Level	22%	30%

4th Grade Mathematics		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 74%	TARGET: 74%
	2018	2019
Approaches Grade Level	86%	93%
Meets Grade Level	66%	70%
Masters Grade Level	40%	45%

5th Grade Mathematics		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 69%	TARGET: 69%
	2018	2019
Approaches Grade Level	93%	97%
Meets Grade Level	68	75%
Masters Grade Level	36	45%

DR. W. LONG DATA



3rd Grade Reading		
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 76%</i>	Goal <i>TARGET: 76%</i>
	2018	2019
Approaches Grade Level	82%	90%
Meets Grade Level	49%	55%
Masters Grade Level	28%	35%

4th Grade Reading		
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 75%</i>	Goal <i>TARGET: 75%</i>
	2018	2019
Approaches Grade Level	73%	80%
Meets Grade Level	47%	55%
Masters Grade Level	21%	30%

5th Grade Reading		
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 74%</i>	Goal <i>TARGET: 74%</i>
	2018	2019
Approaches Grade Level	83%	90%
Meets Grade Level	50	60%
Masters Grade Level	26	35%

DR. W. LONG DATA



4th Grade Writing

% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 69%</i>	Goal <i>TARGET: 69%</i>
	2018	2019
Approaches Grade Level	79%	89%
Meets Grade Level	56%	65%
Masters Grade Level	20%	30%

5th Grade Science

% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 78%</i>	Goal <i>TARGET: 78%</i>
	2018	2019
Approaches Grade Level	89%	95%
Meets Grade Level	57%	65%
Masters Grade Level	25%	35%

2018-2019 Dr. William Long Goals

- CSF 1: Improve Academic Performance
- CSF 2: Increase the use of Quality Data to Improve Instruction
- CSF 3: Increase Leadership Effectiveness
- CSF 4: Increase Family and Community Engagement
- CSF 5: Increase Learning Time
- CSF 6: Improve School Climate
- CSF 7: Increase Teacher Quality

Dr. William Long Elementary CSF 1: Improve Student Academic Performance

Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>CLC Meetings will target core areas and areas of concern will be addressed.</p> <p>Things needed:</p> <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink 	Administrators Teachers CLL Coach	Local Funds, Title 1 Funds,	Aug 2018 – June 2019	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 2018 – June 2019	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 2018 – June 2019	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 2018 – June 2019	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 2018 – June 2019	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 CSF 1: Improve Student Academic Performance

Objective 1: Curriculum will be horizontally aligned in 2018-2019 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 2018 – June 2019	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 2018 November 2018 January 2019 February 2019	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 2018 November 2018 January 2019 February 2019	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 2018 – June 2019	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 2018 – June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

Dr. William Long Elementary CSF 1: Improve Student Academic Performance

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

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 2018 – June 2019	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 2018 – June 2019	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 2018 November 2018 January 2019 February 2019	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 2018-19.	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Dr. William Long Elementary CSF 1: Improve Student Academic Performance

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

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 2018 November 2018 January 2019 February 2019	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	Aug 2018 – June 2019	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 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs,	Title 1 - #2,4,8
District Review Sessions (DRS) 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 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs	Title 1 - #2, 4, 8

Dr. William Long Elementary CSF 1: Improve Student Academic Performance

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Campus monitoring of the progress of migrant students will be done immediately following each CBA and BM</p> <p>Things needed:</p> <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharples • Markers • Pens • Highlighters 	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs	Title 1 - #1, 2
<p>Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM</p>	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs	Title 1 - #1, 2
<p>Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM</p>	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs	Title 1 - #1, 2
<p>Science teacher will create formative assessments using training provided by the Dana Center.</p>	Principal Asst. Principal CLL Coach Teachers	Local Funds, Title 1 Funds	Aug 2018 – June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs	Title 1 - #4

Dr. William Long Elementary CSF 1: Improve Student Academic Performance

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 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 2018 – June 2019	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 2018 – June 2019	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 2018 – June 2019	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

Dr. William Long Elementary CSF 1: Improve Student Academic Performance

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications and/or accommodations for the special education students in their classroom. Things needed: <ul style="list-style-type: none"> • Copy Machine • Paper • Laminating Machine • Colored Ink • Sharpies • Markers • Pens • Highlighters 	Campus Principals Asst. Principal Teachers	Title I SCE Local	Aug 2018 – June 2019	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at meets and masters	Campus Principals Asst. Principal Teachers	Title I SCE Local	October 2018 November 2018 January 2019 February 2019	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for teachers.	Campus Principals Asst. Principal Teachers	Title I SCE Local	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary CSF 1: Improve Student Academic Performance

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark</p> <p>Things Needed:</p> <ul style="list-style-type: none"> • Promethean Boards & accessories • STEAM • Light Speed • Story Works • Countdown to Staar • SummitK12 • AR • STAAR Master, Step Up to STAAR • TEKSing • Forde Ferrier • Kamico, (all subjects) • Think Through Math • Imagine Learning • Motivational Math(all subjects) 	<p>Campus Principals, Asst. Principal, Instructional Coaches</p>	<p>Local Title I SCE</p>	<p>Aug 2018 – June 2019</p>	<p>Tutorial Sign-in sheets, Schedules</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #9</p>
<p>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</p>	<p>Campus Principals, Asst. Principal, Instructional Coaches</p>	<p>Local Title I SCE</p>	<p>October 2018 November 2018 January 2019 February 2019</p>	<p>PAC sign-in sheets and schedules</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #6</p>
<p>Provide Lead4ward training for all teachers on differentiated instruction and data analysis.</p>	<p>Campus Principals, Asst. Principal, Instructional Coaches</p>	<p>Local Title I SCE</p>	<p>October 2018 November 2018 January 2019 February 2019</p>	<p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

Dr. William Long Elementary CSF 1: Improve Student Academic Performance

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 2017	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAAR, 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	Aug 2018 – June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAAR, 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	Aug 2018 – June 2019	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAAR, 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	Aug 2018 – June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAAR, 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	Aug 2018 – June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAAR, TELPAS	Title 1 - #4

Dr. William Long Elementary CSF 1: Improve Student Academic Performance

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 2018 – June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BM's, 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 2018 – June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BM's, 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 2018 – June 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBA's, BM's, 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 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, TELPAS	Title 1 - #4

Dr. William Long CSF 2: Increase the Use of Quality Data to Improve Instruction

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 • Forde Ferrier • Kamico. (all subjects) • Think Through Math • Motivational Reading/Writing • Write from the Beginning 	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2018 – June 2019	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 2018 – June 2019	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 2018 – June 2019	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 2018 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 CSF 2: Increase the Use of Quality Data to Improve Instruction

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
<p>A minimum of 2 compositions per six weeks will be required at each grade level</p> <p>Things Needed:</p> <ul style="list-style-type: none"> Promethean Boards & accessories STAAR Master, Step Up to STAAR TEKSing Forde Ferrier Kamico, (all subjects) Imagine Learning Write from the Beginning Motivational Reading/Writing 	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> CBAs, BMs, STAAR, TELPAS TPRI/TEJAS LEE CIRCLE LAS/PrelAS Dra 6wks Assessment Fluency monitoring 	<p>Title 1 - #4</p>
<p>STAAR literature questions will be written for each literary piece/all genres</p>	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Completed STAAR literature questions in the Curriculum Documents</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> CBAs, BMs, STAAR, TELPAS TPRI/TEJAS LEE CIRCLE LAS/PrelAS Dra 6wks Assessment Fluency monitoring 	<p>Title 1 - #4</p>
<p>Two aligned CBAs and two district Benchmarks will be administered district-wide</p>	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>October 2018 November 2018 January 2019 February 2019</p>	<p>Walk-throughs, DMAC reports</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> CBAs, BMs, STAAR, TELPAS TPRI/TEJAS LEE CIRCLE LAS/PrelAS Dra 6wks Assessment Fluency monitoring 	<p>Title 1 - #4</p>
<p>Data will be used to inform tutorial lessons and to identify spiraled skills</p>	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>DMAC reports, CLC Agendas and sign-in sheets, action plans</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> CBAs, BMs, STAAR, TELPAS TPRI/TEJAS LEE CIRCLE LAS/PrelAS Dra 6wks Assessment Fluency monitoring 	<p>Title 1 - #4</p>
<p>Data will be used to identify students in need of extended learning opportunities</p>	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>DMAC reports, CLC Agendas and sign-in sheets, action plans</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> CBAs, BMs, STAAR, TELPAS TPRI/TEJAS LEE CIRCLE LAS/PrelAS Dra 6wks Assessment Fluency monitoring 	<p>Title 1 - #4</p>

Dr. William Long CSF 2: Increase the Use of Quality Data to Improve Instruction

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
<p>Mathematics curriculum will be implemented for K-12 using CIF strategies</p> <p>Things Needed:</p> <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • TEKSing • Forde Ferrier • Kamico • Think Through Math • Imagine Learning • Sharon Wells • DIMR 	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEJAS LEE • CIRCLE • LAS/PrelAS • Dra • 6wks Assessment • Fluency monitoring 	<p>Title 1 - #4</p>
<p>Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation</p>	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Agendas and Sign-in Sheets</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEJAS LEE • CIRCLE • LAS/PrelAS • Dra • 6wks Assessment • Fluency monitoring 	<p>Title 1 - #4</p>
<p>Teachers will receive training on unpacking the math TEKS, analyzing data</p>	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Agendas and Sign-in Sheets</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEJAS LEE • CIRCLE • LAS/PrelAS • Dra • 6wks Assessment • Fluency monitoring 	<p>Title 1 - #4</p>
<p>Two aligned CBAs and two district Benchmarks will be administered district-wide</p>	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>October 2018 November 2018 January 2019 February 2019</p>	<p>Walk-throughs, DMAC reports</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEJAS LEE • CIRCLE • LAS/PrelAS • Dra • 6wks Assessment • Fluency monitoring 	<p>Title 1 - #4</p>
<p>Data will be used to inform tutorial lessons and to identify spiraled skills</p>	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>CLC agendas and sign-in sheets</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEJAS LEE • CIRCLE • LAS/PrelAS • Dra • 6wks Assessment • Fluency monitoring 	<p>Title 1 - #4</p>

Dr. William Long CSF 2: Increase the Use of Quality Data to Improve Instruction

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
<p>Data will be used to identify students in need of extended learning opportunities</p> <p>Things Needed:</p> <ul style="list-style-type: none"> Promethean Boards & accessories STAAR Master, Step Up to STAAR TEKSing Forde Ferrier Karnico, Think Through Math Imagine Learning Sharon Wells DMR Thinking Maps 	<p>Principals Asst. Principal Instructional Coaches, Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> CBAs, BMs, STAAR, Telpas TPRI/TEJAS LEE CIRCLE LAS/PreLAS Dra 6wks Assessment Fluency monitoring 	<p>Title 1 - #4</p>
<p>Daily problems of the day will be used as spiraled/warm-up activities in STAAR format</p>	<p>Principals Asst. Principal Instructional Coaches, Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Walk-throughs, lesson plans</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> CBAs, BMs, STAAR, Telpas TPRI/TEJAS LEE CIRCLE LAS/PreLAS Dra 6wks Assessment Fluency monitoring 	<p>Title 1 - #4</p>
<p>Exit tickets will be developed aligned to the skill of the day</p>	<p>Principals Asst. Principal Instructional Coaches, Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Walk-throughs, lesson plans</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<ul style="list-style-type: none"> CBAs, BMs, STAAR, Telpas TPRI/TEJAS LEE CIRCLE LAS/PreLAS Dra 6wks Assessment Fluency monitoring 	<p>Title 1 - #4</p>
<p>Sharon Wells training on effective teaching strategies for elementary math teachers.</p>	<p>Principals Asst. Principal Instructional Coaches, Teachers</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains</p>	<ul style="list-style-type: none"> CBAs, BMs, STAAR, Telpas TPRI/TEJAS LEE CIRCLE LAS/PreLAS Dra 6wks Assessment Fluency monitoring 	<p>Title 1 - #4</p>

Dr. William Long CSF 2: Increase the Use of Quality Data to Improve Instruction

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 • Forde-Ferrier • Imagine Learning • Sharon Wells • DMR Staff Development • Motivational Reading/Math • Forde-Ferrier • Lakeshore Learning • Interactive Word Walls • National Geographics • Frayer Model • Scholastic Books • Agile Minds • CIF Strategies 	<p>Principal Asst. Principal Inst. Coach Teachers</p>	<p>Title I SCE Local</p>	<p>August 2018 - May 2019</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEJAS LEE • CIRCLE • LAS/PrelAS • Dra • 6wks • Assessment • Fluency monitoring 	<p>Title 1 - #4</p>

Dr. William Long CSF 2: Increase the Use of Quality Data to Improve Instruction

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>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:</p> <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • Forde Ferrier • TEKSing • Kamico, (all subjects) • Imagine Learning • Motivational Math/ Reading/Writing/Science 	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2018 – June 2019	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.	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEIAS LEE • CIRCLE • LAS/PreLAS • Dra • 6wks Assessment • Fluency monitoring 	Title 1 - #4
<p>3. Implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.</p>	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2018 – June 2019	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEIAS LEE • CIRCLE • LAS/PreLAS • Dra • 6wks Assessment • Fluency monitoring 	Title 1 - #4
<p>4. Implementation of ELPS strategies to accelerate the progress of ELLs.</p>	Principal Asst. Principal Inst. Coach Teachers	Title I SCE Local	Aug 2018 – June 2019	Walk-throughs, LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEIAS LEE • CIRCLE • LAS/PreLAS • Dra • 6wks Assessment • Fluency monitoring 	Title 1 - #4
<p>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.</p>	Principal Asst. Principal Inst. Coach Teachers Counselor	Title I SCE Local	Aug 2018 – June 2019	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEIAS LEE • CIRCLE • LAS/PreLAS • Dra • 6wks Assessment • Fluency monitoring 	Title 1 - #4

Dr. William Long CSF 2: Increase the Use of Quality Data to Improve Instruction

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>6. Review 504 students' performance and progress and provide accommodations and interventions. Things Needed:</p> <ul style="list-style-type: none"> • Promethean Boards & accessories • STAAR Master, Step Up to STAAR • Forde Ferrier • TEKSing • Kamico, (all subjects) • Imagine Learning • Motivational Math/ Reading/Writing/Science 	Principal Asst. Principal Inst. Coach Teachers Counselor	Title I SCE Local	Aug 2018 – June 2019	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEIAS LEE • CIRCLE • LAS/PreLAS • Dra • 6wks Assessment • Fluency monitoring 	Title 1 - #4
<p>7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.</p>	Principal Asst. Principal Inst. Coach Dyslexia Teacher Counselor	Title I SCE Local	Aug 2018 – June 2019	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEIAS LEE • CIRCLE • LAS/PreLAS • Dra • 6wks Assessment • Fluency monitoring 	Title 1 - #4
<p>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.</p>	Principal Asst. Principal Inst. Coach Teachers Counselor	Title I SCE Local	Aug 2018 – June 2019	Summer school rosters, absence recovery rosters, tutorial schedules, log in sheets	Students have lower failure rates	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEIAS LEE • CIRCLE • LAS/PreLAS • Dra • 6wks Assessment • Fluency monitoring 	Title 1 - #4
<p>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.</p>	Principal Asst. Principal Inst. Coach Teachers Counselor	Title I SCE Local	Aug 2018 – June 2019	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	<ul style="list-style-type: none"> • CBAs, BMs, STAAR, TELPAS • TPRI/TEIAS LEE • CIRCLE • LAS/PreLAS • Dra • 6wks Assessment • Fluency monitoring 	Title 1-#4

Dr. William Long Elementary CSF 3: Increase Leadership Effectiveness

Objective 1: Increase the number of students that score at the Meets, Masters, and Student Gains.

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 2018 – June 2019	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 2018 – June 2019	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 2018 – June 2019	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 2018 – June 2019	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 CSF 3: Increase Leadership Effectiveness

Objective 1: Increase the number of students that score at the Meets, Masters, and Student Gains.

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 2018 (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 2018 November 2018 January 2019 February 2019	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 2018 November 2018 January 2019 February 2019	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 2018 November 2018 January 2019 February 2019	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 CSF 3: Increase Leadership Effectiveness

Objective 1: Increase the number of students that score at the Meets, Masters, and Student Gains.

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 • Forde Ferrier • Kamico, (all subjects) • Imagine Learning • 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>Aug 2018 – June 2019</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 CSF 4: Increase Family and Community Engagement

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	Aug 2018 – June 2019	Sign-in Sheets	Parent Surveys	Sign in Sheets	Title I - #4, #6
Parent involvement in: <ul style="list-style-type: none"> Veterans Program Thanksgiving Program Christmas Program Kindergarten Graduation Awards Assemblies STAAR Nights Pack the House Orientation Family Night Parent Volunteers Student Council 	Teachers Principal Asst. Principal Parent Educator	Title I SCE Local	Aug 2018 – June 2019	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	Aug 2018 – June 2019	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	Aug 2018 – June 2019	Sign in Sheets	Parent Surveys	Sign in Sheets	Title I - #4, #6

Dr. William Long Elementary CSF 5: Increase Learning Time

Objective 1: Provide students and teachers with technology to optimize time on task.

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, and Asst. Principal</p> <p>Things Needed: Laptops Computers Printers Promethean Boards Headsets External Drives Tables Cows IPADS Light Speed Batteries Document Readers Sound System</p>	<p>CIT Lab Manager Principal Asst. Principal CIF Coach</p>	<p>Title I Local SCE</p>	<p>Aug 2018 – June 2019</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>Aug 2018 – June 2019</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 CSF 5: Increase Learning Time

Objective 1: Provide students and teachers with technology to optimize time on task.

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 : Imagine Learning, Think through Math, learning.com, atomic learning Accelerated Reader Software, adequate bandwidth, and adequate hardware, headphones SummitK12 EduSmart</p>	<p>Teachers CIT Principal Asst. Principal CIF Coach Lab Manager</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>AR reports from schools</p>	<p>Improved scores in reading and Math, science and writing</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>Aug 2018 – June 2019</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 CSF 5: Increase Learning Time

Objective 1: Provide students and teachers with technology to optimize time on task.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Use curriculum and integrate K-5 technology essential knowledge and skills (TEKS) in the classroom and lab. Core content curriculum resources. Learning.com resources. State guidelines for required technology courses. Local SCE Title I	Teachers CIT Principal Asst. Principal	Title I SCE Local	Aug 2018 – June 2019	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.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Principal, Asst. Principal and Teacher monitoring	Title I - #10
Use any curriculum Developed by the district in core subject areas. Core content curriculum resources. Learning.com Title I SCE Local	Teachers CIT Principal Asst. Principal	Title I SCE Local	Aug 2018 – June 2019	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Principal, Asst. Principal and Teacher monitoring.	Title I - #10
Update technology equipment in the classrooms as needed with computers, lap tops, and document readers. Ensure that all current and previous equipment is functioning properly, by purchasing bulbs, toner, etc...	Principal Lab Mgr.	Title I SCE Local	Aug 2018 – June 2019	Increased number of teachers using technology in the classroom	Increased student scores. More technology projects in core classes	Principal, Asst. Principal and Teacher monitoring.	Title I - #10

Dr. William Long Elementary CSF 5: Increase Learning Time

Objective 1: Provide students and teachers with technology to optimize time on task.

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 2018 – June 2019	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 2018 – June 2019	LAB usage logs	Increase in student achievement (higher TAKS scores).	Increase of Technology used in the classroom	

Dr. William Long Elementary CSF 6: Improve School 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	Aug 2018 – June 2019	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, suicide, trauma	Principal Asst. Principal Counselor	Local Funds	Aug 2018 – June 2019	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	Aug 2018 – June 2019	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	Aug 2018 – June 2019	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 CSF 6: Improve School 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>Assist parents with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services</p>	<p>-Counselor -Nursing Staff Principal Asst. Principal</p>	<p>-SCE and T1, School based clinic NCVd, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>Aug 2018 – June 2019</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>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, Diabetes</p>	<p>Counselor -Nursing Staff Principal Asst. Principal</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>Aug 2018 – June 2019</p>	<p>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</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care. Suicide Awareness Health clubs</p>	<p>-Counselor -Nursing Staff Principal Asst. Principal PE Staff</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>Aug 2018 – June 2019</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

Dr. William Long Elementary CSF 6: Improve School 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>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)</p>	<p>-Nursing Staff Principal Asst. Principal Counselor PE Staff</p>	<p>Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Documentation Logs</p>	<p>Health improvement for students</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Provide support services including prevention of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box</p>	<p>-Nursing Staff Principal Asst. Principal Counselor</p>	<p>-Behavioral Centers -PSJA LPC Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Drills run yearly throughout district</p>	<p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>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 Security guard</p>	<p>-Nursing Staff Principal Asst. Principal Emergency Response Team Counselor</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo Title I SCE Local</p>	<p>Aug 2018 – June 2019</p>	<p>Nurses conduct impairment assessment as needed.</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>

Dr. William Long Elementary CSF 6: Improve School 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>Aug 2018 – June 2019</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>Aug 2018 – June 2019</p>	<p>Counselor and Nurse's Documentation</p>	<p>Clinic Visits</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

Dr. William Long Elementary CSF 6: Improve School 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>Aug 2018 – June 2019</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 CSF 6: Improve School 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	Aug 2018 – June 2019	-Heterogeneously assignments -Student Recovery Initiatives -Pre-Countdown to Zero -Countdown to Zero -Customer Service Training	-District Dashboard Data -School 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	Aug 2018 – June 2019	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 Incentives for Perfect Attendance Field Day for 100% class	Principal Asst. Principal Teachers Counselor	Local Funds SCE Title I	Aug 2018 – June 2019	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 CSF 6: Improve School 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
<p>Use the Districts Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation</p> <ul style="list-style-type: none"> • School messenger 	<p>PEIMS Clerk Principal Asst. Principal</p>	<p>Local Funds</p>	<p>Aug 2018 – June 2019</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>eSchool Cognos Reports PEIMS end of year report</p>	<p>Texas Academic Report Card PBM District improvement DVM Accountability</p>	<p>Title 1--#10</p>
<p>Provide consistent student support and guidance to ensure student academic success.</p>	<p>Counselor Principal Asst. Principal</p>	<p>Local Funds</p>	<p>Aug 2018 – June 2019</p>	<p>School Community Liaison Program Personnel eSchool Data</p>	<p>Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing</p>	<p>Community Resources Collaborative partnerships</p>	<p>Title 1--#10</p>
<p>Provide transitional services for students coming from Head Start or Day Care and students going to Middle School</p>	<p>Counselor Principal Asst. Principal Teachers</p>	<p>Local SCE Title I</p>	<p>May 2019</p>	<p>Counselors Logs</p>	<p>Students feeling confident and secured on moving on</p>		<p>Title 1--#10</p>

Dr. William Long Elementary CSF 7: Teacher Quality

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 CLL 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 High school students	Principal Asst. Principal CLL 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	Principal Asst. Principal CLL Coach	Title I SCE Local	Aug 2018 – June 2019	Teacher Turnaround	Teacher Moral	Teacher turnaround	Title 1 - # 3, #4

Dr. William Long Elementary CSF 7: Teacher Quality

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	Aug 2018 – June 2019	<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 CLL	Title I SCE Local	Aug 2018 – June 2019	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 CLL	Title I SCE Local	Aug 2018 – June 2019	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 CLL	Title I SCE Local	Aug 2018 – June 2019	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

Dr. William Long Elementary CSF 7: Teacher Quality

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 CLL	PACT Teachers Local Title I SCE	Aug 2018 – June 2019	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 CLL	Title One Local Funds SCE	Aug 2018 – June 2019	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
CLLs Coach will attend Monthly professional development meetings for elementary CIF Coaches TCLC, CLC Meetings	Principal Asst. Principal CLL	Title One Local Funds SCE	Aug 2018 – June 2019	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 Principal, Asst. Principal, and CLLs	Principal Asst. Principal CLL	Title One Local Funds SCE	Aug 2018 – June 2019	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 CLL	Title One Local Funds SCE	Aug 2018 – June 2019	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
Natividad Hernandez – Asst. Principal
Loretta Sanchez – Counselor
Maribel Marin - CLL

Instructional Aides

Elsa Blanco – Library Aide
Ricardo Guajardo – Computer Lab Mgr.
Fernando Arellano - Coach

Chairpersons

Leila Castillo– PK Teacher
Omar Armenta– Kinder Teacher
Margarita Hernandez – 1st Grade Teacher
Mary Kuby– 2nd Grade Teacher
Teresa Martinez – 3rd Grade Teacher
Nora Cavazos– 4th Grade Teacher
Irma Torres – 5th Grade Teacher
Sandra Gonzalez – Science Lab Teacher

Parents and Community Members

Liliana Reyes – Parent
Leroy Jasso – Parent
Melva Palacios – Business Member
Delia Montanez – Business Member