



# Campus Improvement Plan 2019-2020

# Mission Statement

Dr. William Long Elementary's mission is to develop and provide the best educational opportunities through an innovative rigorous instructional program that develops our students critical thinking skills and a global perspective. We aim to create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, positive self-image and cross-cultural understanding. We will enable all students to be college ready, college connected and 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 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. 2018-19 STAAR District Summary Report
2. 2018-19 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 2018 – 2019 is 35%.
- In Mathematics, the achievement gap between Current SPED and All students 2018 – 2019 is 20% .
- In Writing, the achievement gap between SPED and All students 2018 – 2019 is 26%.
- In Science, the achievement gap between SPED and All students 2018 – 2019 is 30%.

#### 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 2018 – 2019 is 4%.
- In Mathematics, the achievement gap between ELL and All students 2018 – 2019 is 3%.
- In Writing, the achievement gap between ELL and All students 2018 – 2019 is 2%.
- In Science, the achievement gap between ELL and All students 2018 – 2019 is 0%.

#### 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 80%, 15% above the state.
- Math passing rate for ELL current and monitored students at Dr. Long was 81%, 2% above the state.
- Writing passing rate for ELL current and monitored students at Dr. Long was 81%, 19% above the state.
- Science passing rate for ELL current and monitored students at Dr. Long was 80%, 7% above the state.

##### TELPAS DATA

- 58% of students in 1<sup>st</sup> grade increased by 1 or more levels.
- 73% of students in 2<sup>nd</sup> grade increase by or 1 more levels .
- 35% of students in 3<sup>rd</sup> grade increase by or 1 more levels
- 35% of students in 4<sup>th</sup> grade increase by or 1 more levels .
- 33% of students in 5<sup>th</sup> grade increase by or 1 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 2018 – 2019 is 2%.
- In Mathematics, the achievement gap between Eco Dis and All students 2018 – 2019 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 2018 – 2019 is 2%.
- In Mathematics, the achievement gap between Eco Dis and All Students 2018 – 2019 is 3%.

#### 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 68 %, 1% above the state.
- Math passing rate for Eco Dis students at Dr. Long was 82%, 5% above the state.
- Writing passing rate for Eco Dis students at Dr. Long was 69%, 9% above the state.
- Science passing rate for Eco Dis students at Dr. Long was 79%, 4% 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 style="text-align: center;"><b>Improve Academic Performance</b></p>                            | <ul style="list-style-type: none"> <li>• School met 14 out of 14 indicators in Academic Achievement Domain</li> <li>• School met 10 out of 14 indicators in Student Academic Growth Domain</li> <li>• School met 7 out of 7 indicators in Student Achievement Domain</li> <br/> <li>• Reading -82</li> <li>• Mathematics – 89</li> <li>• Writing – 79</li> <li>• Science - 89</li> </ul> | <p>School needs improvement in the following areas:<br/>Academic Growth</p> <ul style="list-style-type: none"> <li>• Non-continuously enrolled student</li> <li>• ELs Current and M4</li> <li>• All students in Math</li> <li>• Special Ed Current and Former</li> <li>• Improvement is needed in several of the indicators to make sure we continue being successful.</li> </ul> | <ul style="list-style-type: none"> <li>• Extended day and Saturday enrichment</li> <li>• STAAR Camps</li> <li>• After school camps</li> <li>• Fluency monitoring</li> <li>• Reading Resources</li> <li>• Computer programs used and monitored</li> <li>• AR implemented and monitored for Lexile levels</li> <li>• Writing implemented and monitored in all grade levels</li> </ul> |
| 2   | <p style="text-align: center;"><b>Increase the use of quality Data to Improve Instruction</b></p> | <ul style="list-style-type: none"> <li>• Use Data to guide instruction</li> <li>• Break down TEKS</li> <li>• Align TEKS across grade levels</li> <li>• Parent/Student orientations</li> <li>• Differentiated Instruction</li> </ul>  | <ul style="list-style-type: none"> <li>• Testing alignment between languages</li> <li>• Accountability for all grade levels</li> <li>• Monitor progress of students</li> <li>• Monitor Growth</li> </ul>  | <ul style="list-style-type: none"> <li>• Reliable tests</li> <li>• Vertical team meetings</li> </ul>  |
| 3   | <p style="text-align: center;"><b>Increase Leadership Effectiveness</b></p>                       | <ul style="list-style-type: none"> <li>• SEED</li> <li>• TOT</li> <li>• Continued Education for Teachers and paraprofessionals</li> <li>• Attend conferences</li> <li>• Students monitor their progress</li> <li>• Student council</li> <li>• TEEMS/McRel</li> <li>• CLL/CLF Collaboration</li> </ul>  | <ul style="list-style-type: none"> <li>• Time</li> <li>• Grants</li> <li>• Encourage more teachers/paraprofessionals to enroll in higher education</li> <li>• Sponsor students events geared towards college</li> </ul>   | <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Grand writing training</li> <li>• Presenters for students</li> </ul>  |

## Summary of Findings

| CSF | Area Reviewed                             | Summary of Strengths  | Summary of Needs   | Priorities   |
|-----|---|---|--|--|
| 4   | Family and Community Involvement          | <ul style="list-style-type: none"> <li>• Parent Involvement is high</li> <li>• Students/Parent sponsored activities</li> <li>• Monthly calendars sent out to parents</li> <li>• Notices sent home to remind parents of events</li> <li>• Communication with parents in English and Spanish</li> <li>• Social Media</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Participation of ALL parents</b></li> </ul>                                  | <ul style="list-style-type: none"> <li>• Conduct parent meetings after school</li> <li>• Communication with parents using DOJO</li> <li>• Remind</li> <li>• Dr. Long FB</li> </ul> |
| 5   | Increase Learning Time                    | <ul style="list-style-type: none"> <li>• After school Enrichment</li> <li>• Saturday enrichment</li> <li>• UIL/Clubs</li> </ul>   | <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Staff implementation /participation</li> </ul> | <ul style="list-style-type: none"> <li>• Sponsors</li> <li>• Supplies</li> </ul>   |
| 6   | School Culture and Climate                | <ul style="list-style-type: none"> <li>• Good Teacher attendance</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• Vertical Alignment meetings</li> <li>• Teachers teaching teachers</li> </ul>   | <ul style="list-style-type: none"> <li>• Increase student attendance</li> </ul>  | <ul style="list-style-type: none"> <li>• Build public relations with parents and stake holders</li> <li>• Raffles</li> </ul>   |
| 7   | Staff Quality, Recruitment, and Retention | <ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McREL Evaluation Tool</li> <li>• Assign mentor teacher to new teachers</li> <li>• Peer-teacher observations</li> <li>• Leadership walk troughs</li> <li>• SEED</li> <li>• Celebrations</li> </ul>                   |  | <ul style="list-style-type: none"> <li>• Celebrate accomplishments</li> <li>• Provide PD</li> <li>• Allow for cross level observations</li> </ul>                                  |

## Dr. William Long Elementary 2019-2020 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 2019-2020 (STAAR, STAAR ALT 2) all populations are included. This will allow us to analyze our needs and set attainable goals for the 2020 -2021 school year.

# DR. W. LONG DEMOGRAPHICS



Total Enrollment – 887

Total Number of Teachers – 49

| <b>Percent</b>                    | <b>PSJA ISD</b> | <b>Dr. Long</b> |
|-----------------------------------|-----------------|-----------------|
| <b>Economically Disadvantaged</b> |                 | 83.97           |
| <b>ELL</b>                        |                 | 31%             |

# DR. W. LONG DATA 2018 - 2019

## Elementary and Middle Schools

| Campus     | Academic Achievement (Percentage at MEETS Grade Level or Above) |               |          |       |       | Special Ed (Current) | Econ. Disadv. | ELs (Current and M4) | Special Ed (Former) | Continuously Enrolled | Non-Continuously | Total Met | Total Eval. |
|------------|---|---------------|----------|-------|-------|----------------------|---------------|----------------------|---------------------|-----------------------|------------------|-----------|-------------|
|            | All   | African Amer. | Hispanic | White | Asian |                      |               |                      |                     |                       |                  |           |             |
| Reading    | 49  |               | 49       |       |       | 25                   | 44            | 48                   |                     | 49                    | 50               | 7         | 7           |
| Targets    | 44  | 32            | 37       | 60    | 74    | 19                   | 33            | 29                   | 36                  | 46                    | 42               |           |             |
| 2020 Goals | 51  |               | 51       |       |       | 28                   | 46            | 51                   |                     | 50                    | 51               |           |             |
| Math       | 62  |               | 62       |       |       | 36                   | 67            | 58                   |                     | 65                    | 51               | 7         | 7           |
| Targets    | 46  | 31            | 40       | 59    | 82    | 23                   | 36            | 40                   | 44                  | 47                    | 45               |           |             |
| 2020 Goals | 63  |               | 63       |       |       | 37                   | 68            | 59                   |                     | 66                    | 52               |           |             |

| Campus     | Academic Growth |               |          |       |       | Special Ed (Current) | Econ. Disadv. | ELs (Current and M4) | Special Ed (Former) | Continuously Enrolled | Non-Continuously | Total Met | Total Eval. |
|------------|-----------------|---------------|----------|-------|-------|----------------------|---------------|----------------------|---------------------|-----------------------|------------------|-----------|-------------|
|            | All             | African Amer. | Hispanic | White | Asian |                      |               |                      |                     |                       |                  |           |             |
| Reading    | 69              |               | 69       |       |       |                      | 68            | 67                   |                     | 68                    | 73               | 7         | 7           |
| Targets    | 66              | 62            | 65       | 69    | 77    | 59                   | 64            | 64                   | 65                  | 66                    | 67               |           |             |
| 2020 Goals | 70              |               | 70       |       |       |                      | 70            | 70                   |                     | 70                    | 74               |           |             |
| Math       | 70              |               | 71       |       |       |                      | 71            | 67                   |                     | 71                    | 66               | 3         | 7           |
| Targets    | 71              | 67            | 69       | 74    | 86    | 61                   | 68            | 68                   | 70                  | 71                    | 70               |           |             |
| 2020 Goals | 74              |               | 74       |       |       |                      | 74            | 70                   |                     | 73                    | 73               |           |             |

| Campus     | Student Achievement Domain |               |          |       |       | Special Ed (Current) | Econ. Disadv. | ELs (Current and M4) | Special Ed (Former) | Continuously Enrolled | Non-Continuously | Total Met | Total Eval. |
|------------|----------------------------|---------------|----------|-------|-------|----------------------|---------------|----------------------|---------------------|-----------------------|------------------|-----------|-------------|
|            | All                        | African Amer. | Hispanic | White | Asian |                      |               |                      |                     |                       |                  |           |             |
| Domain I   | 55                         |               | 55       |       |       | 32                   | 50            | 53                   |                     | 57                    | 49               | 7         | 7           |
| Targets    | 47                         | 36            | 41       | 58    | 73    | 23                   | 38            | 37                   | 43                  | 48                    | 45               |           |             |
| 2020 Goals | 57                         |               | 57       |       |       | 34                   | 51            | 55                   |                     | 58                    | 51               |           |             |

| Campus     | English Language Proficiency Status |               |          |       |       | Special Ed (Current) | Econ. Disadv. | ELs (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously | Total Met | Total Eval. |
|------------|-------------------------------------|---------------|----------|-------|-------|----------------------|---------------|---------------|---------------------|-----------------------|------------------|-----------|-------------|
|            | All                                 | African Amer. | Hispanic | White | Asian |                      |               |               |                     |                       |                  |           |             |
| TELPAS     |                                     |               |          |       |       |                      |               | 48            |                     |                       |                  | 1         | 1           |
| Targets    |                                     |               |          |       |       |                      |               | 36            |                     |                       |                  |           |             |
| 2020 Goals |                                     |               |          |       |       |                      |               | 50            |                     |                       |                  |           |             |



# DR. W. LONG DATA



## Mathematics

| % of <b>Items</b> Needed to Meet State Performance Standard |  | % of <b>Students</b> Passing State Assessment<br><i>TARGET: 90%</i> | Goal<br><i>TARGET: 90%</i> |
|---|--|---|----------------------------|
|   |  | <b>2019</b>   | <b>2020</b>                |
| Approaches Grade Level                                      |  | 87%   | 91%                        |
| Meets Grade Level   |  | 62%   | 65%                        |
| Masters Grade Level   |  | 35%   | 37%                        |

## Reading

| % of <b>Items</b> Needed to Meet State Performance Standard |  | % of <b>Students</b> Passing State Assessment<br><i>TARGET: 75%</i> | Goal<br><i>TARGET: 75%</i> |
|---|--|---|----------------------------|
|   |  | <b>2019</b>   | <b>2020</b>                |
| Approaches Grade Level                                      |  | 84%   | 90%                        |
| Meets Grade Level   |  | 55%   | 57%                        |
| Masters Grade Level   |  | 27%   | 31%                        |

# DR. W. LONG DATA



| Writing   |  |   |                            |
|---|--|---|----------------------------|
| % of <b>Items</b> Needed to Meet State Performance Standard |  | % of <b>Students</b> Passing State Assessment<br><i>TARGET: 90%</i> | Goal<br><i>TARGET: 90%</i> |
|   |  | 2019  | 2020                       |
| Approaches Grade Level                                      |  | 82%   | 87%                        |
| Meets Grade Level   |  | 57%   | 61%                        |
| Masters Grade Level   |  | 15%   | 20%                        |

| Science   |  |   |                            |
|---|--|---|----------------------------|
| % of <b>Items</b> Needed to Meet State Performance Standard |  | % of <b>Students</b> Passing State Assessment<br><i>TARGET: 90%</i> | Goal<br><i>TARGET: 90%</i> |
|   |  | 2019  | 2020                       |
| Approaches Grade Level                                      |  | 80%   | 90%                        |
| Meets Grade Level   |  | 54%   | 60%                        |
| Masters Grade Level   |  | 27%   | 31%                        |

## 2019-2020 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 2019-2020 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.<br>Things needed:<br><ul style="list-style-type: none"> <li>• Copy Machine</li> <li>• Paper</li> <li>• Laminating Machine</li> <li>• Colored Ink</li> <li>• Hole puncher</li> <li>• Sharpener</li> </ul> | Administrators<br>Teachers<br>CLL Coach | Local Funds, Title 1 Funds,  | Aug 2019 – June 2020 | 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<br>Teachers<br>CLL Coach | Local Funds, Title 1 Funds   | Aug 2019 – June 2020 | 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<br>Teachers<br>CLL Coach | Local Funds, Title 1 Funds   | Aug 2019 – June 2020 | 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<br>Teachers<br>CLL Coach | Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, Sp Ed 224 | Aug 2019 – June 2020 | 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<br>Teachers<br>CLL Coach | Local Funds, Title 1 Funds   | Aug 2019 – June 2020 | 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 2019-2020 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>Formative and summative assessments will be used to monitor the effectiveness of the curriculum, teaching and learning</p> <p>Things needed:</p> <ul style="list-style-type: none"> <li>• Copy Machine</li> <li>• Paper</li> <li>• Laminating Machine</li> <li>• Colored Ink</li> <li>• Sharpies</li> <li>• Markers</li> <li>• Pens</li> <li>• Highlighters</li> <li>• Staples</li> </ul> | Principal<br>Asst. Principal<br>Teachers<br>CLL Coach | Local Funds, Title 1 Funds | Aug 2019 – June 2020   | 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<br>Asst. Principal<br>Teachers<br>CLL Coach | Local Funds, Title 1 Funds | October 2019<br>November 2019<br>January 2020<br>February 2020 | 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<br>Asst. Principal<br>Teachers<br>CLL Coach | Local Funds, Title 1 Funds | October 2019<br>November 2019<br>January 2020<br>February 2020 | 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<br>Asst. Principal<br>Teachers<br>CLL Coach | Local Funds, Title 1 Funds | Aug 2019 – June 2020   | Walk-through documentation  | Benchmark scores, student achievement gains | Mini assessments, CBAs, BMs, STAAR, TELPAS, | Title 1 - #3                  |

## 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 2019-2020.**

| 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"> <li>• Copy Machine</li> <li>• Paper</li> <li>• Laminating Machine</li> <li>• Colored Ink</li> <li>• Sharpies</li> <li>• Markers</li> <li>• Pens</li> <li>• Highlighters</li> <li>• Staples</li> </ul> | Principal<br>Asst. Principal<br>CLL Coach<br>Teachers | Local Funds, Title 1 Funds | Aug 2019 – June 2020   | 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<br>Asst. Principal<br>CLL Coach<br>Teachers | Local Funds, Title 1 Funds | Aug 2019 – June 2020   | 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<br>Asst. Principal<br>CLL Coach<br>Teachers | Local Funds, Title 1 Funds | October 2019<br>November 2019<br>January 2020<br>February 2020 | 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 2019-20.   | Principal<br>Asst. Principal<br>CLL Coach<br>Teachers | Local Funds, Title 1 Funds | October 2019<br>November 2019<br>January 2020<br>February 2020 | 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 2019-2020.**

| Strategies and Action Steps  | Person(s) Responsible   | Resources                     | Timelines  | Evidence of Implementation    | Evidence of Impact                                | Formative/ Summative | Title 1 Schoolwide Components |
|--|---|-------------------------------|--|-------------------------------|---|----------------------|-------------------------------|
| <p>Teachers will receive assessment data for their students within 48 hours of the test administration</p> <p>Things needed:</p> <ul style="list-style-type: none"> <li>• Copy Machine</li> <li>• Paper</li> <li>• Laminating Machine</li> <li>• Colored Ink</li> <li>• Sharpies</li> <li>• Markers</li> <li>• Pens</li> <li>• Highlighters</li> </ul> | Campus Principal<br>Asst. Principal<br>Teachers                   | Local Funds, Title 1<br>Funds | October 2019<br>November 2019<br>January 2020<br>February 2020 | DMAC reports                  | Benchmark scores,<br>student achievement<br>gains | CBAs, BMs,           | Title 1 - #8                  |
| Data Room will be updated and used for data analysis and monitoring student progress.  | Campus Principal<br>Asst. Principal<br>Teachers                   | Local Funds, Title 1<br>Funds | Aug 2019 – June<br>2020  | Walk-throughs                 | Benchmark scores,<br>student achievement<br>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<br>Asst. Principal<br>Teachers                   | Local Funds, Title 1<br>Funds | October 2019<br>November 2019<br>January 2020<br>February 2020 | Agendas and Sign-in<br>Sheets | Benchmark scores,<br>student achievement<br>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<br>Campus Principal<br>Asst. Principal<br>Teachers | Local Funds, Title 1<br>Funds | October 2019<br>November 2019<br>January 2020<br>February 2020 | Agendas and Sign-in<br>Sheets | Benchmark scores,<br>student achievement<br>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 2019-2020.**

| 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"> <li>• Copy Machine</li> <li>• Paper</li> <li>• Laminating Machine</li> <li>• Colored Ink</li> <li>• Sharpies</li> <li>• Markers</li> <li>• Pens</li> <li>• Highlighters</li> <li>• binders</li> </ul> | <p>Principal<br/>Asst. Principal<br/>CLL Coach<br/>Teachers</p> | <p>Local Funds, Title 1 Funds</p> | <p>October 2019<br/>November 2019<br/>January 2020<br/>February 2020</p> | <p>Agendas and Sign-in Sheets</p> | <p>Benchmark scores, student achievement gains, closing achievement gaps</p> | <p>CBAs, BMs</p>     | <p>Title 1 - #1, 2</p>        |
| <p>Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM</p>  | <p>Principal<br/>Asst. Principal<br/>CLL Coach<br/>Teachers</p> | <p>Local Funds, Title 1 Funds</p> | <p>October 2019<br/>November 2019<br/>January 2020<br/>February 2020</p> | <p>Agendas and Sign-in Sheets</p> | <p>Benchmark scores, student achievement gains, closing achievement gaps</p> | <p>CBAs, BMs</p>     | <p>Title 1 - #1, 2</p>        |
| <p>Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM</p>  | <p>Principal<br/>Asst. Principal<br/>CLL Coach<br/>Teachers</p> | <p>Local Funds, Title 1 Funds</p> | <p>October 2019<br/>November 2019<br/>January 2020<br/>February 2020</p> | <p>Agendas and Sign-in Sheets</p> | <p>Benchmark scores, student achievement gains, closing achievement gaps</p> | <p>CBAs, BMs</p>     | <p>Title 1 - #1, 2</p>        |



**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 2019-2020 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.<br/>                     Things needed:</p> <ul style="list-style-type: none"> <li>• Copy Machine</li> <li>• Paper</li> <li>• Laminating Machine</li> <li>• Colored Ink</li> <li>• Sharpies</li> <li>• Markers</li> <li>• Pens</li> <li>• Highlighters</li> </ul> | <p>Principal<br/>                     Asst. Principal<br/>                     CLC Coach<br/>                     Teachers</p> | <p>Local Funds, Title 1 Funds</p> | <p>Aug 2019 – June 2020</p> | <p>Campus Goal Templates</p>    | <p>Benchmark scores, student achievement gains, closing achievement gaps</p> | <p>CBAs, BMs, STAAR, TELPAS</p> | <p>Title 1 - #2</p>           |
| <p>Campus Goals specific for each subgroup will be developed at the campus using the district template.</p>   | <p>Principal<br/>                     Asst. Principal<br/>                     CLC Coach<br/>                     Teachers</p> | <p>Local Funds, Title 1 Funds</p> | <p>Aug 2019 – June 2020</p> | <p>Campus Goal Templates</p>    | <p>Benchmark scores, student achievement gains, closing achievement gaps</p> | <p>CBAs, BMs, STAAR, TELPAS</p> | <p>Title 1 - #2</p>           |
| <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>   | <p>Principal<br/>                     Asst. Principal<br/>                     CLC Coach<br/>                     Teachers</p> | <p>Local Funds, Title 1 Funds</p> | <p>Aug 2019 – June 2020</p> | <p>Principals’ Data Binders</p> | <p>Benchmark scores, student achievement gains, closing achievement gaps</p> | <p>CBAs, BMs, STAAR, TELPAS</p> | <p>Title 1 -#2, 8</p>         |

## 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 2019-2020 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"> <li>• Copy Machine</li> <li>• Paper</li> <li>• Laminating Machine</li> <li>• Colored Ink</li> <li>• Sharpies</li> <li>• Markers</li> <li>• Pens</li> <li>• Highlighters</li> <li>• binders</li> </ul> | Campus Principals<br>Asst. Principal<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020   | 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<br>Asst. Principal<br>Teachers | Title I<br>SCE<br>Local | October 2019<br>November 2019<br>January 2020<br>February 2020 | 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<br>Asst. Principal<br>Teachers | Title I<br>SCE<br>Local | October 2019<br>November 2019<br>January 2020<br>February 2020 | 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 2019-2020 STAAR.**

| Strategies and Action Steps   | Person(s) Responsible                                     | Resources         | Timelines  | Evidence of Implementation         | Evidence of Impact   | Formative/ Summative     | Title 1 Schoolwide Components |
|---|---|-------------------|--|------------------------------------|--|--------------------------|-------------------------------|
| <p>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"> <li>• Promethean Boards &amp; accessories</li> <li>• Reasoning Minds</li> <li>• Light Speed</li> <li>• Story Works</li> <li>• Countdown to Staar</li> <li>• SummitK12</li> <li>• AR</li> <li>• STAAR Master, Step Up to STAAR</li> <li>• TEKSing</li> <li>• Forde Ferrier</li> <li>• Kamico, (all subjects)</li> <li>• Think Through Math</li> <li>• Imagine Learning</li> <li>• Think upsubjects)</li> </ul> | Campus Principals, Asst. Principal, Instructional Coaches | Local Title I SCE | Aug 2019 – June 2020   | 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 2019<br>November 2019<br>January 2020<br>February 2020 | 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 | October 2019<br>November 2019<br>January 2020<br>February 2020 | Agendas and Sign-in Sheets         | Benchmark scores, student achievement gains  | CBAs, BMs, STAAR, 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 |
|---|---|-------------------------------|---|--------------------------------------|---|-----------------------------|-------------------------------|
| <p>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:</p> <ul style="list-style-type: none"> <li>• Copy Machine</li> <li>• Paper/colored paper or tag</li> <li>• Laminating Machine</li> <li>• Colored Ink</li> <li>• Sharpies</li> <li>• Markers</li> <li>• Pens</li> <li>• Highlighters</li> </ul> | Principal<br>Asst. Principal                        | Local Funds<br>Title I<br>SCE | October 2019<br>December 2019<br>January 2020 | Agendas and Sign-in<br>Sheets        | Benchmark scores,<br>student<br>achievement gains,<br>closing<br>achievement gaps | CBAs, BMs, STAAR,<br>TELPAS | Title 1 - #4                  |
| <p>Teachers will be trained on how to unpack the TEKS for each course assessed on HB5<br/>Things Needed:</p> <ul style="list-style-type: none"> <li>• TEKS</li> <li>• Colored Ink</li> <li>• Paper (White/Colored)</li> </ul>   | Principal<br>Asst. Principal<br>Instructional Coach | Title I<br>Local Funds<br>SCE | Aug 2019 –<br>June 2020                       | Agendas and Sign-in<br>Sheets        | Benchmark scores,<br>student<br>achievement gains,<br>closing<br>achievement gaps | CBAs, BMs, STAAR,<br>TELPAS | Title 1 - #4                  |
| <p>Collaborative Learning Communities [CLCs] will be scheduled 3X weekly in elementary schools for unpacking the TEKS and lesson plan collaboration.</p>  | Principal<br>Asst. Principal<br>Instructional Coach | Title I<br>Local Funds<br>SCE | Aug 2019 –<br>June 2020                       | Walk-throughs and<br>Master Schedule | Benchmark scores,<br>student<br>achievement gains,<br>closing<br>achievement gaps | CBAs, BMs, STAAR,<br>TELPAS | Title 1 - #4                  |
| <p>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</p>   | Principal<br>Asst. Principal<br>Instructional Coach | Title I<br>Local Funds<br>SCE | Aug 2019 –<br>June 2020                       | Agendas and Sign-in<br>Sheets        | Benchmark scores,<br>student<br>achievement gains,<br>closing<br>achievement gaps | CBAs, BMs, STAAR,<br>TELPAS | Title 1 - #4                  |
| <p>Common Instructional Framework (CIF) training will be provided for all teachers.</p>   | Principal<br>Asst. Principal<br>Instructional Coach | Title I<br>Local Funds<br>SCE | Aug 2019 –<br>June 2020                       | Agendas and Sign-in<br>Sheets        | Benchmark scores,<br>student<br>achievement gains,<br>closing<br>achievement gaps | CBAs, BMs, STAAR,<br>TELPAS | Title 1 - #4                  |

**Dr. William Long Elementary CSF 1: Improve Student Academic Performance 2019- 2020**

**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 |
|--|--|-------------------------|-----------------------------|----------------------------|---|--------------------------|-------------------------------|
| Rtl training will be provided for all staff members to address the needs of all students.<br>Things needed: <ul style="list-style-type: none"> <li>• Copy Machine</li> <li>• Paper, colored paper etc....</li> <li>• Laminating Machine</li> <li>• Colored Ink</li> <li>• Sharpies</li> <li>• Markers</li> <li>• Pens</li> <li>• Highlighters</li> </ul> | Rtl Campus Coordinator<br>Principal<br>Asst. Principal | Title I<br>SCE<br>Local | Aug 2019 – June 2020        | 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<br>Principal<br>Asst. Principal           | Title I<br>SCE<br>Local | Aug 2019 – June 2020        | 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 Rtl training will be provided for all staff members to meet the needs of students served in special education.   | Counselor<br>Principal<br>Asst. Principal              | Title I<br>SCE<br>Local | Aug 2019 – June 2020        | 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<br>Asst. Principal<br>Instructional Coach    | Title I<br>SCE<br>Local | August 2019<br>January 2020 | Agendas and Sign-in Sheets | Benchmark scores, student achievement gains                           | 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>Reading/writing curriculum using thematic-based instruction and CIF teaching strategies will be implemented.</p> <p>Things Needed:</p> <ul style="list-style-type: none"> <li>• Promethean Boards &amp; accessories</li> <li>• STAAR Master, Step Up to STAAR</li> <li>• TEKSing</li> <li>• Forde Ferrier</li> <li>• Kamico, (all subjects)</li> <li>• Think Through Math</li> <li>• ELR Math/Reading</li> <li>• Write from the Beginning</li> <li>• DRA</li> </ul> | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020     | 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<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020     | 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<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020     | 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<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Summer 2019 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"> <li>Promethean Boards &amp; accessories</li> <li>STAAR Master, Step Up to STAAR</li> <li>TEKSing</li> <li>Forde Ferrier</li> <li>Kamico, (all subjects)</li> <li>Imagine Learning</li> <li>Write from the Beginning</li> <li>Motivational Reading/Writing</li> </ul> | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020   | 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 | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| STAAR Literature questions will be written for each literary piece/all genres   | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020   | Completed STAAR Literature questions in the Curriculum Documents                 | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Two aligned CBAs and two district Benchmarks will be administered district-wide   | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | October 2019<br>November 2019<br>January 2020<br>February 2020 | Walk-throughs, DMAC reports  | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Data will be used to inform tutorial lessons and to identify spiraled skills  | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020   | 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 | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Data will be used to identify students in need of extended learning opportunities   | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020   | 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 | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |

## 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"> <li>Promethean Boards &amp; accessories</li> <li>STAAR Master, Step Up to STAAR</li> <li>TEKSing</li> <li>Forde Ferrier</li> <li>Kamico,</li> <li>Think Through Math</li> <li>Imagine Learning</li> <li>Sharon Wells</li> <li>DMR</li> </ul> | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020   | 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 | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation   | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020   | Agendas and Sign-in Sheets  | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Teachers will receive training on unpacking the math TEKS, analyzing data   | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020   | Agendas and Sign-in Sheets  | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Two aligned CBAs and two district Benchmarks will be administered district-wide   | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | October 2019<br>November 2019<br>January 2020<br>February 2020 | Walk-throughs, DMAC reports   | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Data will be used to inform tutorial lessons and to identify spiraled skills  | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020   | CLC agendas and sign-in sheets  | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |



## 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 |
|---|---|-------------------------|----------------------|---|---|--|-------------------------------|
| Data will be used to identify students in need of extended learning opportunities<br>Things Needed:<br><ul style="list-style-type: none"> <li>Promethean Boards &amp; accessories</li> <li>STAAR Master, Step Up to STAAR</li> <li>TEKSing</li> <li>Forde Ferrier</li> <li>Kamico,</li> <li>Think Through Math</li> <li>Imagine Learning</li> <li>Sharon Wells</li> <li>DMR</li> <li>Thinking Maps</li> </ul> | Principals<br>Asst. Principal<br>Instructional Coaches,<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | 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 | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Daily problems of the day will be used as spiraled/warm-up activities in STAAR format   | Principals<br>Asst. Principal<br>Instructional Coaches,<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Walk-throughs, lesson plans   | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Exit tickets will be developed aligned to the skill of the day  | Principals<br>Asst. Principal<br>Instructional Coaches,<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Walk-throughs, lesson plans   | Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| Sharon Wells training on effective teaching strategies for elementary math teachers. K and 1 <sup>st</sup> Pearlized Math   | Principals<br>Asst. Principal<br>Instructional Coaches,<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Agendas and Sign-in Sheets  | Benchmark scores, student achievement gains   | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | 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>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"> <li>•Dictionaries</li> <li>•Nonlinguistic Representation Activities</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps</li> <li>•Graphic Organizers</li> <li>•Voyager Program</li> <li>•iStation</li> <li>•Lexia</li> <li>•Think through Math</li> <li>•TPRI/Tejas LEE Strategies</li> </ul> <p>Things Needed:</p> <ul style="list-style-type: none"> <li>• Promethean Boards &amp; accessories</li> <li>• STAAR Master, Step Up to STAAR</li> <li>• TEKSing</li> <li>• Kamico,</li> <li>• Think Through Math</li> <li>• Forde Ferrier</li> <li>• Imagine Learning</li> <li>• Sharon Wells</li> <li>• DMR Staff Development</li> <li>• Motivational Reading/Math</li> <li>• Forde-Ferrier</li> <li>• Lakeshore Learning</li> <li>• Interactive Word Walls</li> <li>• National Geographics</li> <li>• Frayer Model</li> <li>• Scholastic Books</li> <li>• Agile Minds</li> <li>• CIF Strategies</li> </ul> | <p>Principal<br/>Asst. Principal<br/>Inst. Coach<br/>Teachers</p> | <p>Title I<br/>SCE<br/>Local</p> | <p>August 2019 -<br/>May 2020</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"> <li>• CBAs, BMs, STAAR, TELPAS</li> <li>• TPRI/TEJAS LEE</li> <li>• CIRCLE</li> <li>• LAS/PreLAS</li> <li>• Dra</li> <li>• 6wks Assessment</li> <li>• Fluency monitoring</li> </ul> | <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"> <li>Promethean Boards &amp; accessories</li> <li>STAAR Master, Step Up to STAAR</li> <li>Forde Ferrier</li> <li>TEKSing</li> <li>Kamico, (all subjects)</li> <li>Imagine Learning</li> <li>Motivational Math/ Reading/Writing/Science</li> </ul> | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers              | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | 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"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| 3. Implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.   | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers              | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Walk-throughs, ARDs, Accommodations, Lesson Plans  | Narrowing of the student achievement gap among all student populations. | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| 4. Implementation of ELPS strategies to accelerate the progress of ELLs.  | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers              | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Walk-throughs. LPAC notes, Lesson Plans  | Narrowing of the student achievement gap among all student populations. | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | 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<br>Asst. Principal<br>Inst. Coach<br>Teachers<br>Counselor | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Tutorial Logs, Counseling logs<br>Participation rates and rosters.   | Narrowing of the student achievement gap among all student populations. | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | 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"> <li>Promethean Boards &amp; accessories</li> <li>STAAR Master, Step Up to STAAR</li> <li>Forde Ferrier</li> <li>TEKSing</li> <li>Kamico, (all subjects)</li> <li>Imagine Learning</li> <li>Motivational Math/ Reading/Writing/Science</li> </ul> | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers<br>Counselor         | Title I<br>SCE<br>Local | Aug 2019 –<br>June 2020 | 504 folders, walk-throughs, lesson plans   | Increase in student achievement of students with 504 accommodations  | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | 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<br>Asst. Principal<br>Inst. Coach<br>Dyslexia Teacher<br>Counselor | Title I<br>SCE<br>Local | Aug 2019 –<br>June 2020 | Dyslexia Folders, Walk-throughs, lesson plans<br>Progress Monitoring Reports       | Increase in student achievement of students with dyslexia accommodations   | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | Title 1 - #4                  |
| <p>8. Provide extended learning and absence recovery opportunities for students not mastering the curriculum through <b>summer school</b>, absence recovery, Saturday academies, tutorials, and enrichment period.</p>   | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers<br>Counselor         | Title I<br>SCE<br>Local | Aug 2019 –<br>June 2020 | Summer school rosters, absence recovery rosters, tutorial schedules, log in sheets | Students have lower failure rates  | <ul style="list-style-type: none"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | 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<br>Asst. Principal<br>Inst. Coach<br>Teachers<br>Counselor         | Title I<br>SCE<br>Local | Aug 2019 –<br>June 2020 | 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"> <li>CBAs, BMs, STAAR, TELPAS</li> <li>TPRI/TEJAS LEE</li> <li>CIRCLE</li> <li>LAS/PreLAS</li> <li>Dra</li> <li>6wks Assessment</li> <li>Fluency monitoring</li> </ul> | 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.<br>Things Needed:<br><ul style="list-style-type: none"> <li>• Copy Machine</li> <li>• Paper</li> <li>• Colored Ink</li> </ul> | Principal<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 –<br>June 2020 | 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<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 –<br>June 2020 | Agenda and Sign-in<br>Sheets<br>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<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 –<br>June 2020 | Agenda and Sign-in<br>Sheets<br>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<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 –<br>June 2020 | 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<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>Local<br>SCE | October 2019 (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<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>Local<br>SCE | October 2019<br>November 2019<br>January 2020<br>February 2020 | 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<br>Asst. Principal<br>Inst. Coach<br>Teachers | Title I<br>Local<br>SCE | October 2019<br>November 2019<br>January 2020<br>February 2020 | 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<br>Asst. Principal<br>Inst. Coach             | Title I<br>Local<br>SCE | October 2019<br>November 2019<br>January 2020<br>February 2020 | 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"> <li>• Promethean Boards &amp; accessories</li> <li>• STAAR Master, Step Up to STAAR</li> <li>• TEKSing</li> <li>• Forde Ferrier</li> <li>• Kamico, (all subjects)</li> <li>• Imagine Learning</li> <li>• Accelerated Instruction After School, Saturdays</li> <li>• Fluency</li> <li>• Sing, Spell, Read, and Write</li> <li>• Motivational Reading, Math, Writing, Science</li> </ul> | <p>Principals<br/>Asst. Principal<br/>Inst. Coach<br/>Teachers</p> | <p>Title I<br/>SCE<br/>Local</p> | <p>Aug 2019 – June 2020</p> | <p>Tutorial logs<br/>(Student Sign-in Sheets &amp; 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<br>Things Needed: <ul style="list-style-type: none"> <li>• Copy Machine</li> <li>• Computer</li> <li>• Laptops</li> <li>• Paper</li> <li>• Promethean Board</li> <li>• IPADS/Chrombooks</li> </ul> | Principal<br>Asst. Principal<br>Teachers<br>Parent Educator | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Sign-in Sheets                    | Parent Surveys     | Sign in Sheets       | Title I - #4, #6              |
| Parent involvement in:<br>Veterans Program<br>Thanksgiving Program<br>Christmas Program<br>Kinder Graduation<br>Awards Assemblies<br>STAAR Nights<br>Pack the House<br>Orientation<br>Family Night<br>Parent Volunteers<br>Student Council                         | Teachers<br>Principal<br>Asst. Principal<br>Parent Educator | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Sign in Sheets                    | Parent Surveys     | Sign in Sheets       | Title I - #4, #6              |
| Parent Orientations geared towards transitioning between grade levels<br>Things Needed: <ul style="list-style-type: none"> <li>• Copy Machine</li> <li>• Computer</li> <li>• Laptops</li> <li>• Paper</li> <li>• Promethean Board</li> </ul>                       | Principal<br>Asst. Principal<br>Teachers<br>Parent Educator | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Sign-in Sheets,<br>Telephone Logs | Parent Surveys     | Sign in Sheets       | Title I - #4, #6              |
| Parent involvement in their child's education:<br>Parent Contact Logs<br>Notices going home<br>Monthly Calendar<br>Social Media  | Teachers<br>Principal<br>Asst. Principal<br>Parent Educator | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | 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:<br/>           Laptops<br/>           Computers<br/>           Printers<br/>           Promethean Boards<br/>           Headsets<br/>           External Drives<br/>           Cows<br/>           IPADS<br/>           Light Speed<br/>           Batteries<br/>           Document Readers<br/>           Sound System<br/>           IPADS/Chrombooks</p> | CIT<br>Lab Manager<br>Principal<br>Asst. Principal<br>CIF Coach | Title I<br>Local<br>SCE | Aug 2019 – June<br>2020 | Increased number of teachers using technology<br>Increase in the number of participant in technology trainings<br>Sign In Sheets                                      | Increased student scores on STAAR   | Monthly Updates with teachers and CIT | Title I - #10                 |
| <p>Provide resources and support for Campus Teachers to work directly with CIT to integrate technology into curriculum.</p>   | CIT<br>Lab Manager<br>Principal<br>Asst. Principal<br>CIF Coach | Title I<br>Local<br>SCE | Aug 2019 – June<br>2020 | Increased technology training session being held at the campus level.<br>Increase in the number of participants in campus based technology sessions (sign in sheets). | Increased student scores on STAAR<br>Increase projects assigned to students | Monthly Updates with teachers and CIT | 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 |
|--|---|----------------------------------|-----------------------------|---|---|---|-------------------------------|
| <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 APPs for IPAD Imagine Math Mackvia</p> | <p>Teachers<br/>CIT<br/>Principal<br/>Asst. Principal<br/>CIF Coach<br/>Librarian<br/>Lab Manager</p> | <p>Title I<br/>SCE<br/>Local</p> | <p>Aug 2019 – June 2020</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.<br/>Destiny Software, adequate bandwidth, and adequate hardware</p>  | <p>Teachers<br/>CIT<br/>Principal<br/>Asst. Principal<br/>CIF Coach<br/>Lab Manager</p>               | <p>Title I<br/>SCE<br/>Local</p> | <p>Aug 2019 – June 2020</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 |
|---|---|----------------------------------|-----------------------------|--|---|---|-------------------------------|
| <p>Use curriculum and integrate PK3-5 technology essential knowledge and skills (TEKS), PK3/PK Guidelines in the classroom and lab.<br/>Core content curriculum resources.<br/>Learning.com resources.<br/>DMAC<br/>Circle<br/>TPRI/TEJAS LEE<br/>DRA<br/>State guidelines for required technology courses.<br/>Local<br/>SCE<br/>Title I</p> | <p>Teachers<br/>CIT<br/>Principal<br/>Asst. Principal</p> | <p>Title I<br/>SCE<br/>Local</p> | <p>Aug 2019 – June 2020</p> | <p>Time lines for core curriculum areas<br/>Scope and sequence for core curriculum areas<br/>Teacher lesson plans with integrated technology skills<br/>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.<br/>Core content curriculum resources.<br/><br/>Learning.com<br/>Title I<br/>SCE<br/>Local</p>   | <p>Teachers<br/>CIT<br/>Principal<br/>Asst. Principal</p> | <p>Title I<br/>SCE<br/>Local</p> | <p>Aug 2019 – June 2020</p> | <p>Results of technology benchmarks<br/>Teacher lesson plans<br/>Reports from the online Technology Application TEKS Curriculum.<br/>PK3/K Guidelines<br/>TPRI/TEJAS LEE<br/>Circle, DMAC, DRA</p>                             | <p>Increased scores on technology benchmarks and state tests.</p>                   | <p>Principal, Asst. Principal and Teacher monitoring.</p> | <p>Title I - #10</p>          |
| <p>Update technology equipment in the classrooms as needed with computers, lap tops, and document readers.<br/>Ensure that all current and previous equipment is functioning properly, by purchasing bulbs, toner, Promethean boards, headsets, external drives, cows, Ipad, light speed, batteries, Document readers,</p>                    | <p>Principal<br/>Lab Mgr.</p>                             | <p>Title I<br/>SCE<br/>Local</p> | <p>Aug 2019 – June 2020</p> | <p>Increased number of teachers using technology in the classroom</p>  | <p>Increased student scores.<br/>More technology projects in core classes</p>       | <p>Principal, Asst. Principal and Teacher monitoring.</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 |
|---|--|-------------------------|----------------------|----------------------------|---|--|-------------------------------|
| Continue to support computer assisted instruction in computer labs and distributed settings.                | Lab Manager<br>CIT<br>Principal<br>Asst. Principal | Local<br>Title I<br>SCE | Aug 2019 – June 2020 | Lab Reports                | Increase in student achievement (higher TAKS scores)  | Increase of Technology used in the classroom |                               |
| Teachers will dedicate at least 30 minutes a week for Lab Mng. Applications TEKS instruction (learning.com) | Lab Manager<br>CIT<br>Principal<br>Asst. Principal | Local<br>Title I<br>SCE | Aug 2019 – June 2020 | Lab Reports                | 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 CPI Training | Student Services Department         | Local Funds          | Aug 2019 – June 2020 | 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 2019 – June 2020 | 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 2019 – June 2020 | 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 2019 – June 2020 | 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 |
|---|--|--|----------------------|--|---|----------------------------|-------------------------------|
| Assist parents with individual student needs ( medical, dental, vision and hearing services)<br>Action Steps:<br>-coordinate with social services agencies<br>-provide referral for services  | -Counselor<br>-Nursing Staff<br>Principal<br>Asst. Principal             | -SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP                           | Aug 2019 – June 2020 | 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.<br>Action Steps:<br>-Increase use of national clinical guideless for asthma by health care providers.<br>-Improve communication between schools, clinics and parents.<br>-Ensure that all staff is trained about asthma symptoms, triggers and resources<br>Epi Pen and Food Allergies and other allergies Training, Diabetes | Counselor<br>-Nursing Staff<br>Principal<br>Asst. Principal<br>ER Team   | -National Asthma Education and Prevention Program<br>-Asthma and Allergy Foundation of America<br>-Local health care providers | Aug 2019 – June 2020 | Use the hotspot map of students with asthma to determine congestion of illness<br>Peak flow meters available for all asthmatic by health services<br>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.<br>Suicide Awareness<br>Health clubs<br>Marathon club<br>Health lessons   | -Counselor<br>-Nursing Staff<br>Principal<br>Asst. Principal<br>PE Staff | -School based clinics<br>-Local health care providers<br>-Local hospitals  | Aug 2019 – June 2020 | 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 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:<br/>                     -Use a common or national outcome measures and/or tool to assess well-being.<br/>                     -Use best-practices document for community providers.<br/>                     -Refer children to the appropriate medical services (school based clinics)</p>                          | <p>-Nursing Staff<br/>                     Principal<br/>                     Asst. Principal<br/>                     Counselor<br/>                     PE Staff</p>  | <p>Title I<br/>                     SCE<br/>                     Local</p>   | <p>Aug 2019 – June 2020</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.<br/>                     Action Steps:<br/>                     -Continued use of the bullying/suicide box</p>   | <p>-Nursing Staff<br/>                     Principal<br/>                     Asst. Principal<br/>                     Counselor</p>  | <p>-Behavioral Centers<br/>                     -PSJA LPC<br/>                     Title I<br/>                     SCE<br/>                     Local</p>     | <p>Aug 2019 – June 2020</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<br/>                     Action Steps:<br/>                     -The Emergency Response Plan/Team will be revised and modified annually<br/>                     -Training for staff on managing students while emergency is taking place<br/>                     Security guard</p> | <p>-Nursing Staff<br/>                     Principal<br/>                     Asst. Principal<br/>                     Emergency Response Team<br/>                     Counselor<br/>                     Security Guard</p> | <p>-Emergency medical services from Pharr, San Juan and Alamo<br/>                     Title I<br/>                     SCE<br/>                     Local</p> | <p>Aug 2019 – June 2020</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.<br/>                     Action Steps:<br/>                     -Develop partnerships with parents to establish the responsibilities of each.<br/>                     -Resource referrals to programs to deal with pupils at risk<br/>                     -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</p> | <p>-Nursing Staff<br/>                     Counselor<br/>                     Principal<br/>                     Asst. Principal<br/>                     Parents</p> | <p>-Texas Tropical<br/>                     -Behavioral Centers<br/>                     -Police Departments<br/>                     Local<br/>                     SCE<br/>                     Title I</p> | <p>Aug 2019 – June 2020</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.<br/>                     -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship.<br/>                     -Encourage the participation rate in extracurricular activities.</p>  | <p>Counselor<br/>                     -Nursing Staff<br/>                     Principal<br/>                     Asst. Principal<br/>                     Parents</p> | <p>Local<br/>                     SCE<br/>                     Title I</p>  | <p>Aug 2019 – June 2020</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 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"> <li>- Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.</li> <li>coaches will constantly try to improve amount of physical activity in school setting.</li> <li>-Develop policies that support healthy eating and physical activities.</li> <li>-Fitness Gram, CATCH Program, Play 60 and complete the challenge.</li> <li>-Provide public awareness, provide educational materials and appropriate referrals.</li> </ul> | <ul style="list-style-type: none"> <li>-Counselor</li> <li>-Nurse</li> </ul> <p>PE Department<br/>Principal<br/>Asst. Principal</p> | <ul style="list-style-type: none"> <li>-Local SCE</li> </ul> <p>Title I</p> | <p>Aug 2019 – June 2020</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<br>Asst. Principal<br>Counselor<br>Teachers<br>CLL<br>CLF's             | Local Funds<br>SCE<br>Title I | Aug 2019 – June 2020 | -Heterogeneously assignments<br>-Student Recovery Initiatives<br>-Pre-Countdown to Zero<br>-Countdown to Zero<br>-Customer Service Training | -District Dashboard Data<br>-eSchool Cognos Reports<br>-Preliminary Enrollment Counts<br>-Sign-In Sheets<br>Public Relations/PEIMS | Ongoing Data Validation<br>Leaver Reviews<br>Semi-annual and Yearly Comparison Reports           | Title 1--#10                  |
| Implement Dissemination of Attendance/Non-attendance guidelines and compliance.  | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>PEIMS Clerk<br>APR Clerk | Local Funds<br>SCE<br>Title I | Aug 2019 – June 2020 | Correspondence, Emails, TEA letter, Implementation of Truancy and Dropout System Application  | Increase of student attendance through daily, six weeks and year report<br><br>Decrease in discipline and truancy.                 | Data Analysis Review<br><br>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:<br>Six Weeks Raffle<br>Incentives for Perfect attendance<br>Field Day for 100% class | Principal<br>Asst. Principal<br>Teachers<br>Counselor                             | Local Funds<br>SCE<br>Title I | Aug 2019 – June 2020 | Correspondence, Emails, District Plan, Weekly Report Card   | Daily Attendance Report<br>Weekly Reports<br>Monthly Reports   | Annual Report Card<br>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 |
|--|---|-------------------------|----------------------|--|---|--|-------------------------------|
| 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"> <li>School messenger</li> </ul> | PEIMS Clerk<br>Principal<br>Asst. Principal           | Local Funds             | Aug 2019 – June 2020 | Correspondence, Emails, TEA letter, PEIMS update annual training | eSchool Cognos Reports<br><br>PEIMS end of year report  | Texas Academic Report Card<br><br>PBM District improvement<br>DVM Accountability | Title 1--#10                  |
| Provide consistent student support and guidance to ensure student academic success.  | Counselor<br>Principal<br>Asst. Principal             | Local Funds             | Aug 2019 – June 2020 | School Community Liaison Program<br>Personnel<br>eSchool Data    | Increase in student achieve through EOC<br>Improvement in student behavior<br>Procedures manual/handbook<br>Journal writing | Community Resources<br>Collaborative partnerships                                | Title 1--#10                  |
| Provide transitional services for students coming from Head Start or Day Care and students going to Middle School  | Counselor<br>Principal<br>Asst. Principal<br>Teachers | Local<br>SCE<br>Title I | May 2020             | Counselors Logs  | Students feeling confident and secured on moving on   |  | Title 1--#10                  |

## 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"> <li>• Bilingual/ESL certified</li> <li>• Special Education certified</li> <li>• Core area certifications</li> <li>• Masters degrees</li> <li>• CTE certified</li> <li>• Advance Placement certified</li> <li>• Paraprofessional Required Hrs.</li> </ul> A passion for students, and commitment to excellence | Principal<br>Asst. Principal<br>CLL Coach<br>Teachers<br>Paraprofessionals                  | Title I<br>SCE<br>Local | On going<br>Strong focus in early spring to meet student needs for upcoming school year | <ul style="list-style-type: none"> <li>• Staff hired</li> </ul> High teacher retention rate | <ul style="list-style-type: none"> <li>• All classrooms have a HQ teacher that is prepared to deliver instruction</li> <li>• Teacher will support student success with content expertise</li> </ul> | <ul style="list-style-type: none"> <li>• Screen all applicants for best candidates</li> <li>• Hold Invitational Job Fairs</li> <li>• McRel Observations</li> <li>• SLO's</li> </ul> | Title 1 - # 3, #4             |
| Assign University Student Interns that have demonstrated excellence in the classroom as assigned by District High school students   | Principal<br>Asst. Principal<br>CLL Coach<br>Teachers                                       | Title I<br>SCE<br>Local | Fall -Spring  | Hiring of Student Interns   | Better adjustment for new teacher   | Hire retention rate of new teachers   | Title 1 - # 3, #4             |
| Celebration of:<br>Teacher Achievements<br>Birthdays<br>Classroom Achievements<br>Special Holiday Celebration<br>Special Lunch Incentive<br>Extended Planning Time<br>Teacher of the Year<br>Teacher/Paraprofessional of the Month<br>Raffles<br>Employee of the Week/Month   | Principal<br>Asst. Principal<br>CLL Coach<br>Teachers<br>Paraprofessionals<br>Support Staff | Title I<br>SCE<br>Local | Aug 2019 – June 2020  | 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<br>Principal                    | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | <ul style="list-style-type: none"> <li>Better selection of staff</li> <li>Improvement of documentation of staff</li> </ul> | <ul style="list-style-type: none"> <li>Improve the quality of teachers therefore improving student learning</li> </ul> | <ul style="list-style-type: none"> <li>Hiring of better teachers</li> <li>Better documentation of staff not meeting performance standards</li> </ul> | Title 1 - # 3, #4             |
| New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction. | Principal<br>Asst. Principal<br>CLL<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Sign-In Sheets<br>Coaching logs<br>Coaching schedules  | Benchmark scores,<br>student achievement gains, closing achievement gaps   | CBAs, BMs, STAAR, TELPAS, Circle, TPRI/TEJAS Lee, Pre LAS, LAS, Fluency  | Title 1 - # 3, #4             |
| On-going professional development of District Curriculum  | Principal<br>Asst. Principal<br>CLL<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Sign-In sheets for curriculum development and revisions  | Better implementation of curriculum<br>More alignment  | CBAs, BMs, STAAR, TELPAS, Circle, TPRI/TEJAS Lee, Pre LAS, LAS, Fluency  | Title 1 - # 3, #4             |
| Instructional coaching support <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>   | Principal<br>Asst. Principal<br>CLL<br>Teachers | Title I<br>SCE<br>Local | Aug 2019 – June 2020 | Sign-In Sheets<br>Coaching logs<br>Coaching schedules  | McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels         | CBAs, BMs, STAAR, TELPAS, Circle, TPRI/TEJAS Lee, Pre LAS, LAS, Fluency  | 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<br>Asst. Principal<br>CLL<br>Teacher Mentor | PACT Teachers<br>Local<br>Title I<br>SCE | Aug 2019 – June 2020 | Mentor Logs   | Increase in teacher satisfaction and moral<br>Improvement in student performance                                  | McRel Evaluation<br>Student Academic Performance<br>Rigor/Relevance Rubric | Title 1 - # 3, #4             |
| Implement an effective instructional coaching system with on-going professional development                                    | Principal<br>Asst. Principal<br>CLL                   | Title One<br>Local Funds<br>SCE          | Aug 2019 – June 2020 | Sign-In Sheets<br>Coaching logs<br>Coaching schedules | McREL Teacher Evaluation<br>Proficiency level increase to the Proficiency, Accomplished and Distinguished levels  | McREL Mid-term and summative evaluations<br>SLO obtainment<br>RRR          | Title 1 - # 3, #4             |
| CLLs Coach will attend TEEMS professional development meetings for   | Principal<br>Asst. Principal<br>CLL                   | Title One<br>Local Funds<br>SCE          | Aug 2019 – June 2020 | Sign-In Sheets<br>Coaching logs<br>Coaching schedules | McREL Teacher Evaluation<br>Proficiency level increase to the Proficiency , Accomplished and Distinguished levels | McREL Mid-term and summative evaluations<br>SLO obtainment<br>RRR          | Title 1 - # 3, #4             |
| Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Principal, Asst. Principal, and CLL, CLF's | Principal<br>Asst. Principal<br>CLL<br>CLF's          | Title One<br>Local Funds<br>SCE          | Aug 2019 – June 2020 | Sign-In Sheets<br>Coaching logs<br>Coaching schedules | McREL Teacher Evaluation<br>Proficiency level increase to the Proficiency, Accomplished and Distinguished levels  | McREL Mid-term and summative evaluations<br>SLO obtainment<br>RRR          | Title 1 - # 3, #4             |
| Monthly progress monitoring campus visits and Instructional rounds   | Principal<br>Asst. Principal<br>CLL<br>CLF's          | Title One<br>Local Funds<br>SCE          | Aug 2019 – June 2020 | Sign-In Sheets<br>Coaching logs<br>Coaching schedules | McREL Teacher Evaluation<br>Proficiency level increase to the Proficiency , Accomplished and Distinguished levels | McREL Mid-term and summative evaluations<br>RRR                            | Title 1 - # 3, #4             |

## Dr. William Long Elementary Committee Members



### Administration

Concepcion Ipina – Principal  
Natividad Hernandez – Asst. Principal  
Gisela Salinas-Ramirez – Asst. Principal  
Loretta Sanchez – Counselor  
Maribel Marin - CLL

### Members

Celeste Martinez – Kinder Teacher  
Denise Espino – 1<sup>st</sup> Grade Teacher  
Eva Hernandez – 2<sup>nd</sup> Grade Teacher  
Anna Martinez – 3<sup>rd</sup> Grade Teacher  
Susana Barbosa – 4<sup>th</sup> Grade Teacher  
Irma Torres – 5<sup>th</sup> Grade Teacher  
Sandra Gonzalez – Science Lab Teacher

### Instructional Aides

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

### Parents and Community Members

Aida Cantu – Parent  
Lily Reyes – Parent  
  
Melva Palacios – Business Member  
Delia Montanez – Business Member