

Ferris Independent School District
Lee Longino Elementary
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lee Longino Elementary School is one of three grade specific elementary campuses in Ferris ISD. Lee Longino currently serves students in Grades 4-5 in monolingual and bilingual classrooms. The campus has one principal, one assistant principal, a counselor, and one dyslexia specialist.

We are a Title One campus with a high percentage of low social-economic students as well as English Language Learners. We have 10 sections of fourth grade with 3 of those sections being bilingual. There are 10 sections of 5th grade with 3 of those being bilingual.

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/12/2024)

	Count	Percent
Gender		
Female	202	51.01%
Male	194	48.99%
Ethnicity		
Hispanic-Latino	222	56.06%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	47	11.87%
Native Hawaiian - Pacific Islander	0	0.00%
White	112	28.28%
Two-or-More	15	3.79%

Demographics Strengths

- Steady enrollment growth
- Communications sent in English and Spanish, reflecting our community demographics
- The student population reflects the diversity of our community
- Our dual language programs promotes cultural heritage and makes Spanish speaking families feel included in the school community
- Bilingual paraprofessionals are scheduled in a way that optimizes their time supporting bilingual students
- Spanish speaking staff members to assist Spanish-speaking families
- New teachers have a mentor
- Campus provides free breakfast and lunch for all students

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in discipline referrals with sped and low economic disadvantage students. **Root Cause:** Consistency of enforcing discipline was lacking as well as lack of engaging and relevant lessons. IEPs are not being followed with fidelity.

Student Learning

Student Learning Summary

		APPROACHES			MEETS			MASTERS		
LONGINO ELEMENTARY		2023	2024 Ferris	2024 State	2023	2024 Ferris	2024 State	2023	2024 Ferris	2024 State
3rd	Math	63%	66%	69%	21%	29%	41%	5%	9%	15%
3rd	Reading	69%	68%	75%	30%	31%	49%	5%	8%	21%
4th	Math	60%	65%	68%	22%	34%	45%	2%	12%	21%
4th	Reading	72%	77%	81%	10%	35%	51%	3%	12%	23%
5th	Math	75%	85%	76%	43%	53%	49%	11%	9%	19%
5th	Reading	79%	70%	78%	43%	36%	54%	11%	21%	29%
5th	Science	56%	44%	57%	24%	11%	26%	5%	2%	11%

		APPROACHES			MEETS			MASTERS		
LUCY MAE ELEMENTARY		2023	2024 Ferris	2024 State	2023	2024 Ferris	2024 State	2023	2024 Ferris	2024 State
3rd	Math	74%	59%	69%	29%	25%	41%	7%	4%	15%
3rd	Reading	83%	73%	75%	50%	44%	49%	17%	16%	21%
4th	Math	70%	50%	68%	33%	19%	45%	9%	3%	21%
4th	Reading	67%	78%	81%	37%	40%	51%	13%	17%	23%
5th	Math	85%	75%	76%	51%	31%	49%	13%	8%	19%
5th	Reading	74%	78%	78%	39%	48%	54%	12%	19%	29%
5th	Science	63%	60%	57%	21%	21%	26%	7%	5%	11%

Student Learning Strengths

- Intervention was intentional
- House Bill 4545 tutoring
- Spiraled instruction
- Multiple data sources are available

- PLC's to discuss teacher/grade level strengths/weaknesses and plan

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a lack of tier 1 data driven instruction. **Root Cause:** Staff turnover impacts the tier 1 instruction .

Problem Statement 2: Students are performing below the state average for all passing levels: approaches, meets, and masters on the STAAR test. **Root Cause:** Rigor needs to be increased in the classroom and in the teachers delivery of instruction.

School Processes & Programs

School Processes & Programs Summary

Longino uses TRS for lesson planning. There is one dedicated math and one reading interventionist for the campus. We will continue to use one-to one chromebooks. We will continue to implement the district/campus wide writing plan.

A priority is to maintain safe, secure, and positive campus culture and climate.

A priority is to increase student academic achievement.

Leadership team will seek/provide PD opportunities that will address our needs and provide professional development for all staff members to address areas in need based on MAP, STAAR, Common Formative Assessments, Istation, and Interim data. One area of needed PD based on data is constructed response.

Utilize campus administrators, learning specialist, interventionists, TIA teachers, and lead teachers to provide quality training, professional development, coaching, modeling, and mentoring that support the entire campus.

Ensure that staff are being utilized every moment.

Utilize funds to purchase supplies, materials, and resources in order to:

- ensure rigorous instruction is happening in all grade levels and all subjects with use of supplemental resources
- provide quality tiered professional development Ready4Reading-August, Ready4Reading coaching days in September and October
- implement data tracking system
- Recognize staff and students for a job well done. Students can earn student of the month and prize cart for Principal's 100 board.
- Support the campus discipline management plan
- Host quality events to involve parents and the community
- Host event for all campuses and the community, Winter Wonderland
- Build and strengthen staff relationships

School Processes & Programs Strengths

- Professional development opportunities for all staff members and supportive of those who seek additional training on their own
- Writing training for ECR provided
- Learning specialist and admin are in PLC's.
- Utilize MAP, CFA, campus tier forms to collect data that informs teacher lesson planning and instruction

- Addition of CARE classroom
- Use of TRS
- District CFA
- Daily intervention built into the schedule
- After school tutoring
- Istation to be used with fidelity.
- Weekly staff newsletters
- 45 minute PLC time twice weekly built into schedule for content teams
- staff meetings
- Capturing Kids Heart implementation
- Afterschool activities: Honors choir, Lego club, tutoring
- School programs/events: Winter Wonderland, 5th grade dance, 5th grade graduation, field trips, movie nights, academic nights, STAAR parade, STAAR pep rally, Buddy Fun Day
- 1:1 chromebooks
- Master schedule developed to maximize core content instructional time and provides for a daily common grade level planning and weekly content PLC.
- GT pull out program provided for qualifying students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers using data at surface level. **Root Cause:** PLC's need to continue to work on utilizing formative and summative data to drive instruction AND intervention.

Problem Statement 2: To enhance student performance and classroom rigor, a system implementation of lesson planning and data tracking will be communicated effectively and monitored. **Root Cause:** Lack of teacher planning which is a correlation of engaging and relevant lesson.

Perceptions

Perceptions Summary

It takes working together as a team to achieve; this includes all stakeholders. We want to make our parents feel welcome in order to help increase parental involvement at Lee Longino Elementary. Staff are working hard to increase PTO involvement. We have already worked hard to improve our campus culture and to make all stakeholders feel safe, happy, and welcome. We will use remind and a parent newsletter sent via remind to effectively communicate as well as a take home folder. Facebook is being used to communicate as well. Campus has a parent master calendar.

Perceptions Strengths

- Implemented a take home folder with every student to increase parent/teacher communication.
- Use remind and campus parent newsletter.
- Skyward family access/Remind/Facebook/Website/Marquee/parent newsletter
- Events to welcome families (meet the teacher night, boy scouts sign ups, monthly PTO meetings, Winter Wonderland)
- Student of the month

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement is low during school hour activities. **Root Cause:** Some parents are working and are not able to help with PTO during school activities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Ensure all scholars receive high-quality instruction.





Performance Objective 1: Increase student academic achievement in all core content areas.

High Priority

Evaluation Data Sources: District CFA assessments, Interim, ISIP assessments and state assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide quality, data driven, aligned, bell to bell instruction each day. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Campus Instructional Leadership Team</p> <p>Funding Sources: - 199 - General Fund, - 199-PIC 23 - State Special Ed, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Admin will purchase supplemental materials and supplies in content areas to increase student academic achievement, support the core curriculum, and improve instructional practices. Teachers and staff will utilize technology, supplemental resources, and materials to enhance instructional practices. Strategy's Expected Result/Impact: Increase student academic achievement in all content areas. Staff Responsible for Monitoring: Admin, classroom teachers, sped, interventionists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 199 - General Fund, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide , - 199-PIC 21 - State Gifted & Talented, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide after school tutoring Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Tutoring and interventions will be provided during the school day utilizing intervention time, classroom teachers, sped teachers, and Istation.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: - 199 - General Fund, - 199-PIC 23 - State Special Ed, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide , Title 1 - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will be able to attend field trips for experiences that can enhance their learning.</p> <p>Strategy's Expected Result/Impact: Students will participate in a writing activity after their field trip. Staff Responsible for Monitoring: All grade level teachers.</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Grade level teachers will meet in targeted PLC's weekly throughout the school year to prepare effective lessons that follow the TEKS Resource Scope and Sequence and to plan rigorous lessons using high leverage instructional strategies aligned to content objectives.</p> <p>Strategy's Expected Result/Impact: Improved performance outcomes, growth and achievement on CFA (Common Formative Assessments) , unit tests and overall improvement on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Specialist, Interventionists, Teachers, SPED teachers</p> <p>Funding Sources: Title 1 - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will provide students targeted language acquisition instruction to ensure EB students demonstrate one year's growth in their language development and implement Sheltered Instructional Strategies including enrichment extension activities to increase collaboration, note taking, inquiry process, and listening and speaking skills to align to TELPAS.</p> <p>Strategy's Expected Result/Impact: Increase EB student achievement through the implementation of the ELPS, Sheltered Instruction and differentiation strategies.. Increase EB student attendance.</p> <p>Staff Responsible for Monitoring: ESL teachers, principal, assistant principal</p> <p>Funding Sources: - 199-PIC 25 - State Bilingual/ESL</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Campus Intervention Team (CIT) meetings will occur (at a minimum 3 times a year-beginning, middle, and end) to review student formative data, MAP data, and prior year STAAR data in order to establish plans for at-risk student intervention that occurs on a regular basis, are aligned to a readiness goal and are progress monitored.</p> <p>Strategy's Expected Result/Impact: Closing of the achievement gap between at risk students as compared to non at risk students.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, interventionists</p> <p>Funding Sources: - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: GT students will be identified and served through GT trained staff. GT staff will complete the 30 hour training or 6 hour update as required.</p> <p>Strategy's Expected Result/Impact: GT students will receive required/needed services. Increase GT student achievement and attendance.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, GT teacher</p> <p>Funding Sources: - 199-PIC 21 - State Gifted & Talented, - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 1: Ensure all scholars receive high-quality instruction.


Performance Objective 2: Use data to drive decisions.

Evaluation Data Sources: Common formative assessments, assessment calendar, PLC calendar, tier forms, Eduphoria reports, ISIP data, weekly PLC discussions,

Strategy 1 Details	Reviews			
<p>Strategy 1: Learning Specialists will create CFA (common formative assessments). Teachers will progress monitor students by using the campus tier forms and Eduphoria reports as well as their data tracker. All data will be submitted in a timely manner as indicated in the staff PLC calendar.</p> <p>Strategy's Expected Result/Impact: Ensure all students receive a high quality instruction and improve student academic achievement</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team, Teachers</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus leadership team will utilize components of the DDI model to strengthen the instructional program. Teachers will actively participate in the DDI PLC sessions. Weekly PLC meetings will be held to discuss data, review weekly lesson plans including objectives, discuss/review student academic achievement results from prior week, and review tier from.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize data charts/data walls/binders/Eduphoria to track student achievement. Teachers will submit data in a timely manner (tier forms)</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team, teachers</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use common assessments (district and campus) and unit assessments to monitor student performance and monitor progress toward mastery through data analysis meetings to drive instructional planning and intervention.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, learning specialist, interventionists, teachers, sped teachers</p> <p>Funding Sources: - 199-PIC 21 - State Gifted & Talented, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Ensure all scholars receive high-quality instruction.

Performance Objective 3: Improve the quality of instruction through the implementation of TTESS.





Evaluation Data Sources: Walkthroughs, Formal Observations, professional development and follow up.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development over the TTESS rubric. Strategy's Expected Result/Impact: Evident in walkthroughs, classroom observations Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct face to face conferences with teachers scoring below proficient in any given area and follow up on recommended actions on a regular basis. Teachers will actively participate in feedback sessions and implement recommendations and actions by the campus instructional leadership team. Strategy's Expected Result/Impact: Ensure all students receive a high quality instruction Staff Responsible for Monitoring: campus instructional leadership team Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Lee Longino Elementary will actively recruit, develop, and retain high quality staff and will build capacity for all educators.





Performance Objective 1: Longino Elementary will attract, retain, and value high-quality, effective staff.

Evaluation Data Sources: Staff turnover data

Strategy 1 Details	Reviews			
<p>Strategy 1: Refine hiring process to include staff participation on interview committees. Strategy's Expected Result/Impact: Increased teacher retention rates Staff Responsible for Monitoring: Admin, Counselor, all staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Mentor program for first year of teaching and second year teachers to provide support and mentoring in the form of campus mentor and support from Learning</p> <p>Strategy's Expected Result/Impact: Teachers who are new to campus will feel welcome at Longino and will be well equipped for success in their first year. This will result in positive outcomes related to student achievement. Staff Responsible for Monitoring: principal, assistant principal, mentor teachers, campus learning specialist</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will recommend that teachers attend targeted professional development workshops and conferences related to their individual area of instruction. (Region 10, CKH, TRS, TEKSCON.)</p> <p>Strategy's Expected Result/Impact: Teachers will learn about and implement effective, research-based strategies to their classrooms and will increase their confidence in using them. Staff Responsible for Monitoring: principals, assistant principals, learning specialist</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Lee Longino Elementary will actively recruit, develop, and retain high quality staff and will build capacity for all educators.





Performance Objective 2: Lee Longino Elementary will cultivate a culture that thrives on values, appreciations, and fostering an environment where every individual is recognized and celebrated for their contributions and successes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leadership team will ensure the implementation of CKH (Capturing Kids Hearts) with fidelity. Strategy's Expected Result/Impact: Building more positive relationships between campus admin and teachers, teacher to teachers, teachers and students, principals and students. Staff Responsible for Monitoring: Principal, assistant principal Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide campus opportunities for staff members to build relationships with one another; campus culture team building activities. Strategy's Expected Result/Impact: Increase staff morale and collegiality, positive campus culture, staff retention Staff Responsible for Monitoring: Campus leadership team, Sunshine Committee Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and staff members will be recognized in a variety of ways for their academic and nonacademic contributions to the campus. (perfect attendance rewards, staff shout-outs, staff reward, and staff member of the month recognition.) Strategy's Expected Result/Impact: Decrease in teacher absences and improved morale Staff Responsible for Monitoring: Admin, counselor, campus leadership team, Sunshine Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Lee Longino Elementary will provide a safe and secure working, teaching, and learning environments and will foster a positive culture.

Performance Objective 1: 100% of students identified to be in crisis for social, emotional, or psychological reasons will receive support and guidance.





Evaluation Data Sources: Counselor records, Behavior Threat Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All Lee Longino Elementary staff to complete training on suicide prevention and the identification and support of students in mental health crisis.</p> <p>Strategy's Expected Result/Impact: A well equipped staff to ensure students' needs are met by reporting each crisis to the appropriate staff member.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide families with the availability of free counseling services during moments of crisis through T-Chat (an online free counseling service)</p> <p>Strategy's Expected Result/Impact: Immediate response and personal care to students and families in crisis.</p> <p>Staff Responsible for Monitoring: counselor</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Go Guardian virtually screens for mental health concerns through student classwork and student communications on district provided technology and platforms.</p> <p>Strategy's Expected Result/Impact: campus principal, assistant principal, and counselor receives alerts to proactively intervene in potential early stages of crisis.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, and counselor</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Lee Longino Elementary will provide a safe and secure working, teaching, and learning environments and will foster a positive culture.





Performance Objective 2: Lee Longino Elementary will foster a culture of parent and community engagement through weekly communications and a variety of activities in which parents and community members can attend.

Evaluation Data Sources: parent and family engagement event attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Lee Longino Elementary will utilize Remind, district website, social media, weekly parent newsletters, daily take home folder to increase school to home communications.</p> <p>Strategy's Expected Result/Impact: Consistent and timely communication with parents and the community.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, campus social media designee</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Lee Longino Elementary will provide a safe and secure working, teaching, and learning environments and will foster a positive culture.





Performance Objective 3: Campus will be proactive in violence prevention and intervention.

Strategy 1 Details	Reviews			
Strategy 1: Teach students through guidance lessons to self-regulate their behaviors and emotions. Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: School Resource Office will build positive relationships with student and staff. Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Lee Longino Elementary will ensure strong financial stewardship and sustainability.

Performance Objective 1: Lee Longino Elementary will allocate funds appropriately.

Evaluation Data Sources: Budget, meeting CIP goals

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the campus improvement plan and the campus needs assessment to appropriately allocate funds. Strategy's Expected Result/Impact: Fiscally responsible stewardship. Staff Responsible for Monitoring: Principal, principal secretary, district business office Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Follow district office procedures for purchasing. Strategy's Expected Result/Impact: Fiscally responsible stewardship Staff Responsible for Monitoring: Principal, principal secretary, business office Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	9			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
199-PIC 21 - State Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00

199-PIC 21 - State Gifted & Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	2	3			\$0.00
Sub-Total					\$0.00

199-PIC 23 - State Special Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
Sub-Total					\$0.00

199-PIC 25 - State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
Sub-Total					\$0.00

199-PIC 30 - State Comp Ed, Title IA, Schoolwide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	8			\$0.00
Sub-Total					\$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Title 1		\$0.00
1	1	6	Title 1		\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
Sub-Total					\$0.00

263 - Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00

263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
2	2	3			\$0.00
Sub-Total					\$0.00