



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Dr. William Long Elementary

Campus Improvement Plan

September 1, 2024-August 31, 2025



OUR VISION

Every Dr. William Long Elementary student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

OUR MISSION

The Dr. William Long Elementary Team's mission is to develop and provide the best educational opportunities through an innovative, 21st century proficiency connection that develops our students critical thinking skills and a global perspective on sustainability goals. We aim to create a safe and secure school environment that promotes social and academic growth and to develop 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.

SCHOOL MOTO

Knights Finish Strong!



School Board Members & Campus Leadership Team



2024-2025 School Board Members

Carlos G. Villegas, Jr, *President*

Diana Serna, Vice-President

Yolanda Castillo, Secretary

Jesus "Jesse" Vela Jr., *Assistant Secretary*

Jorge Zambrano, *Member*

Dr. Cynthia A. Gutiérrez, *Member*

Jesus A. "Jesse" Zambrano,
Member



President



Vice-President



Secretary

Jesus "Jesse" Vela, Jr.



Assistant Secretary

Jorge Zambrano



Member

Dr. Cynthia A. Gutierrez



Member

Jesus A. "Jesse"
Zambrano



Member

2024 - 2025 School Administration

Heather Contreras-Pena, *Principal*

Erica Rodriguez, *Asst. Principal*

Laura Ochoa, *Asst. Principal*

Marcia Ramos, *Counselor*

Cristina Rodriguez, *Counselor*



PHARR-SAN JUAN-ALAMO ISD SUSTAINABLE DEVELOPMENT GOALS

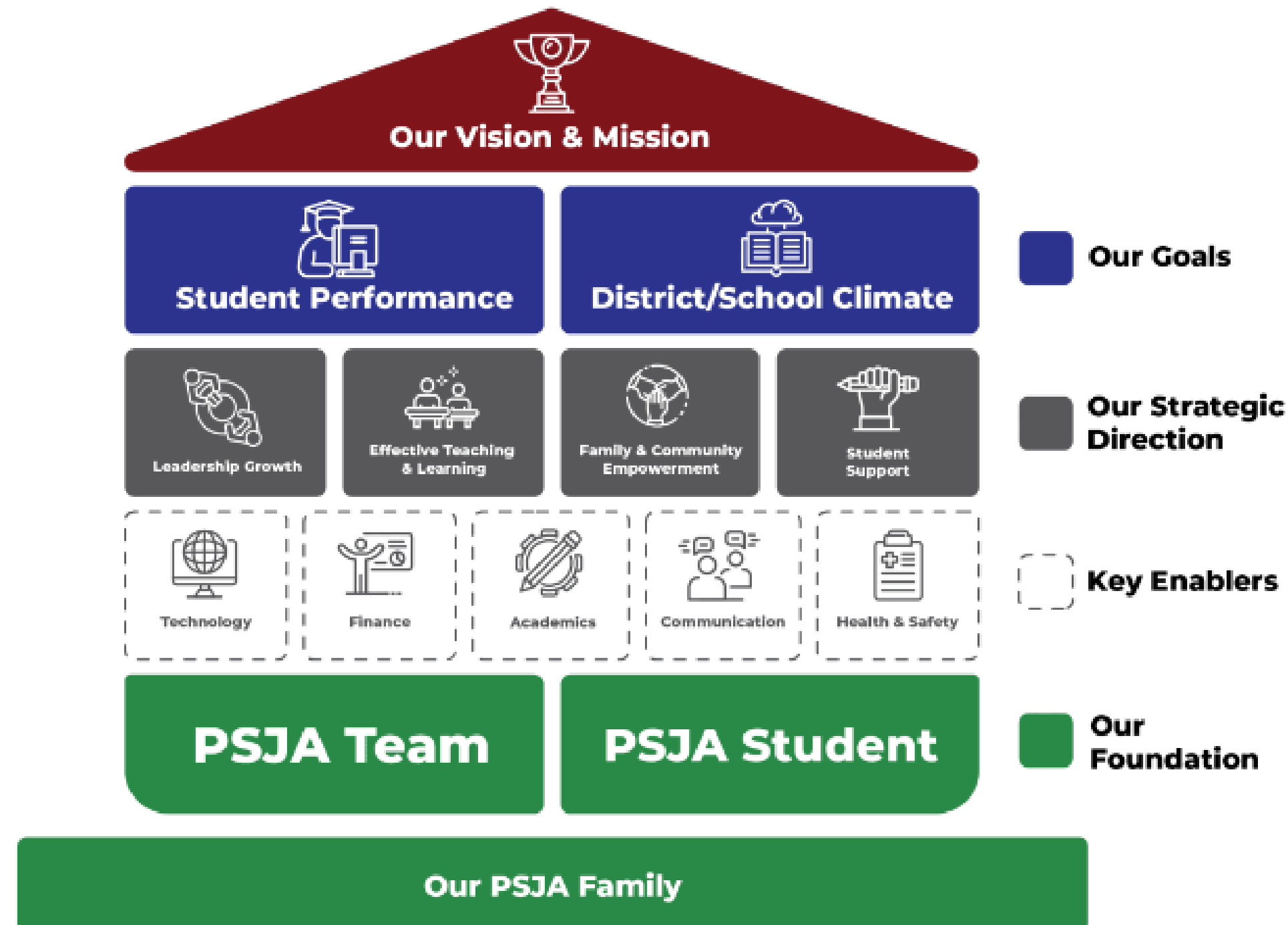
Pharr-San Juan-Alamo ISD (PSJA ISD) schools and departments have systemically adopted the Sustainable Development Goals (SDGs).

As part of these efforts, PSJA ISD integrated the SDGs into its curriculum to equip students with pertinent real-world knowledge and hands-on experiences crucial to help them compete at a global level.

PSJA ISD aims to emphasize sustainability at every level through a systemic approach led by a committee of district leaders from various departments including Curriculum, Human Resources, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications, to name a few.



PSJA ISD STRATEGIC DIRECTION



CAMPUS SITE-BASED DECISION COMMITTEE

Heather Contreras-Pena	Principal	Elizabeth Camarillo	1st Grade	Americo Arredondo	Head Custodian
Laura Ochoa	Assistant Principal	Roxanna Serna	2nd Grade	Mrs. Kassandra Cadena	Parent
Erica Rodriguez	Assistant Principal	Celina Cavazos	3rd Grade	Ms. Itzel Cadena-Tejas Resturant	Business Partner
Cristina Rodriguez	Counselor	Maria Olvera	4th Grade		
Marcia Ramos	Counselor	Debra Mendez	5th Grade		
Susanna Barbosa	Instructional Coach	Maritza Favata	Secretary		
Leila Garcia	PK	Pending	Parent Educator		
Celeste Martinez	K	Fernando Arellano	Paraprofessional		



Campus Executive Summary



School Overview:

Dr. William Long Elementary is the largest elementary in PSJA. Currently we have 793 students enrolled in grades PK3-5th. Dr. William Long Elementary was rated a “B” campus in 2024 and in previous years met standards every year. Dr. Long Elementary is committed to preparing students to succeed in today's global landscape.

Demographics:

Demographics Summary: As of September 7, 2024, there are 56 in PK3, 93 in PK4, 94 in Kinder, 85 in First Grade, 99 in Second Grade, 125 in Third Grade, 123 in Fourth Grade, and 109 in Fifth Grade, and 18 in the Unit Program, for a total population of 805 students. The school population at Dr. Long Elementary consists of 99.9% Hispanic. Our students represent a low socio-economic status of approximately 84% with 5 migrant students. Approximately 8.2% of our student s population receive special education services. The Gifted and Talented population consists of approximately 4.7% of the population. The English Learners population is approximately 30.8% where most of their home language at home is Spanish. Our students are enrolled full time, 55% of the students are on special permission and 45% are zoned to our school.

Curriculum, Instruction & Assessment:

Dr. William Long Elementary is committed to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Summary of Goals:

Dr. William Long Elementary is the largest elementary in PSJA. Currently we have 793 students enrolled in grades PK3 -5th. Dr. William Long Elementary was rated a “B” campus in 2024 and in previous years met standards every year. Dr. Long Elementary is committed to preparing students to succeed in today's global landscape. Student Achievement – By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels. Closing the Gaps – By June 2025, all identified student subpopulations in the Closing the Gaps domain will meet 100% of the target rates in the meets level of academic achievement. Improve Safety, Public Support, Culture and Climate – By June 2025, Dr. William Long Elementary will increase student attendance by 3%. Increase Staff Quality, Recruitment and Retention – In order to attract and retain high performing teachers, Dr. William Long Elementary will provide 100% of all campus teachers with the opportunity to earn additional compensation for achieving exceptional instruction and student growth through the Teacher Incentive Allotment.

Student Achievement Summary 2024



2023-2024

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
Dr. William Long	74	Part A-71 Part B-83	74	80	B

Campus Demographics

	ALL	MALE	FEMALE	SPED	ELs	M1	M2	MIGRANT	ECD	GT	CTE	AT RIS K
Number	804	395	409	73	227	0	0	5	663	37	0	562
Percent	100%	49%	51%	9.1%	31%	0	0%	.6%	84%	4.7%	0	70%

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/O ther	Two or More
Number	804	782	0	0	8	0	0	0
Percent	100%	99.9%	0	0	1%	0	0	0

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS



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.

GOALS:

GOAL 1 - Student Achievement

GOAL 2 - Closing the Gaps

GOAL 3 - Improve Safety, Public Support, Culture and Climate

GOAL 4 - Increase Staff Quality, Recruitment and Retention



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

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 Staterun 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.



Data Resources Reviewed

1. STAAR Campus Summary Report
2. TPRI, Tejas Lee, C-PALLS+
3. 2023-2024 Attendance/Enrollment
4. Discipline Referrals
5. PEIMS Data
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. TEEMS (T-TESS)
13. DMAC Data
14. Software Reports



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment



Comprehensive Needs Assessment

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT	
		Staff Development	Resources:
Pre-Kindergarten ❖ Pre-Las ❖ Screening Checklist ❖ M Class Circle Assessment	Screening Checklist Mastered at 100% LEP 100%	❖ Eureka Mathematics ❖ Scholastic ❖ Sing Spell Read Write	❖ Eureka Math ❖ Scholastic Kit ❖ Sing Spell Read Write
Kindergarten ❖ Pre-Las ❖ TPRI ❖ Tejas LEE	TEJAS LEE IMPROVEMENT BOY 35% to EOY 75%	❖ Eureka Mathematics ❖ Scholastic ❖ Sing Spell Read Write ❖ TPRI/ Tejas Lee	❖ Eureka Math ❖ Scholastic Kit ❖ Sing Spell Read Write ❖ TPRI Tejas Lee
1 st /2 nd Grade Reading ❖ LAS Links ❖ TPRI ❖ Tejas LEE 1 st /2 nd Grade Math ❖ Eureka	TEJAS LEE IMPROVEMENT 1st Grade BOY 35% to 75% @ Independent Level 2nd Grade 0% to 71% @ Independent Level TPRI IMPROVEMENT 1st Grade BOY 14% to 53% @ Independent Level 2nd Grade 40% to 57% @ Independent Level	❖ Eureka Mathematics ❖ Region One ❖ Sing Spell Read Write ❖ SAVAAS ❖ Reading Coach ❖ TRPI TEJAS Lee ❖ Istation ❖ Renaissance	❖ Eureka Math ❖ Region One ❖ Sing Spell Read Write ❖ SAVAAS ❖ Reading Coach ❖ TPRI Tejas Lee Intervention Kit ❖ Tango Software ❖ Istation ❖ Renaissance

Comprehensive Needs Assessment

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT	
		Staff Development	Resources:
3 rd -5 th Reading ❖ Tejas Lee ❖ TPRI ❖ District Benchmark ❖ TELPAS	All STAAR Reading TEST DATA 3 rd -5 th Approaches 77% Meets 50% Masters 22% TELPAS DATA 69% @ 20% Above Federal Target Rate	❖ Eureka Mathematics ❖ Book & Brain ❖ Diana Ramirez ❖ LEER MAS II ❖ LAS Links ❖ Pat Jacoby ❖ Randi Whitney Writing ❖ ARI RTI ❖ Learning.com ❖ Lead4ward	❖ Moving Into English ❖ Sing Spell Read Write ❖ TPRI/Tejas Lee Intervention Kits ❖ Tango Software ❖ Benchmarks ❖ Migrant Interventions ❖ Title I & II teachers ❖ Istation ❖ Renaissance ❖ MY On ❖ Lakeshore Intervention Resources ❖ Learning.com ❖ Lead4ward
3 rd - 5 th Math ❖ STAAR ❖ District Benchmarks	All STAAR Math TEST DATA 3 rd -5 th Approaches 73% Meets 43% Masters 16%	❖ Eureka Mathematics ❖ Bilingual Updates ❖ Clever ❖ Imagine Math ❖ Lead4ward	❖ Eureka Mathematics ❖ Test Accommodations ❖ Clever ❖ Imagine Math ❖ Lead4ward

Comprehensive Needs Assessment

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT	
		Staff Development	Resources:
5 th Science ❖ STAAR ❖ District Benchmark	5 th Grade STAAR Data Approaches 66% Meets 36% Masters 16%	❖ New Science TEKS ❖ Lead4ward ❖ SAVAAS ❖ Region One Training ❖ District Curriculum Training ❖ SummitK12 ❖ Blooket	❖ Lead4ward ❖ Region One ❖ Lakeshore Learning Materials ❖ School Specialty Resources ❖ Science Lab Materials ❖ Science Lab Equipment ❖ Science Lab Furniture ❖ Summit K12 ❖ Blooket
3 rd - 5 th STAAR ALT ❖ STAAR ❖ District Benchmarks ❖ N2Y Reports	All STAAR ALT TEST DATA 3 rd -5 th Reading 100% Math 100%	❖ District Updates ❖ District Curriculum ❖ Region One ❖ N2Y ❖ ESPED ❖ ESchool	❖ District Updates ❖ Test Accommodations ❖ Curriculum ❖ N2Y Software ❖ ESPED ❖ ESCHOOL ❖ Lakeshore Learning Materials

Comprehensive Needs Assessment

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT	
		Staff Development	Resources:
TELPAS ❖ STAAR Data ❖ Summit K12 Reports ❖ M Class Circle Assessment	TELPAS DATA 69% @ 20% Above Federal Target Rate	❖ TELPAS STAAR Training ❖ Region One ❖ Summit K12	❖ TELPAS STAAR Training ❖ Region One ❖ Summit K12
PreK- 5th ❖ PEIMS Data ❖ ESCHOOL	95.3% Economically Disadvantaged	❖ District Student Services ❖ Title I Programs ❖ Intervention Programs	❖ Accelerated Instruction ❖ Enrichment ❖ Tutoring
Staff Certification	100% Highly Qualified	❖ ACT RGV ❖ New Teacher Institute ❖ Mentor Training through Instructional Coach ❖ T-TESS Training ❖ TIA Training	❖ ACT RGV ❖ New Teacher Institute ❖ Mentor Training through Instructional Coach ❖ T-TESS Training ❖ TIA Training

Comprehensive Needs Assessment

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT	
		Staff Development	Resources:
TECHNOLOGY <ul style="list-style-type: none"> ❖ Inventory Reports ❖ CIT Assessment 	<ul style="list-style-type: none"> ❖ Student Laptops Need Updates/Replacements ❖ Teacher Desktops Need Updates/Replacement ❖ Teacher Training on Software and Hardware Usage ❖ Data Projectors Need Replacements ❖ Charging Stations Needed ❖ Comfortable Headphones Needed 	<ul style="list-style-type: none"> ❖ CIT Monthly Trainings ❖ Region One ❖ Software Trainings ❖ Clever Training ❖ TAC ❖ Eschool 	<ul style="list-style-type: none"> ❖ CIT Training Resources ❖ Region One ❖ Various Software Training ❖ Clever Training ❖ TAC ❖ Eschool ❖ Lakeshore Learning Materials
Equipment/Facilities <ul style="list-style-type: none"> ❖ Custodial Reports ❖ District Reports ❖ Teacher Ticket Submissions 	Upgrade/ Replacement <ul style="list-style-type: none"> ❖ Lights ❖ Paint ❖ Gym Equipment ❖ Safety Equipment ❖ Student/Teacher Furniture ❖ Emergency Equipment ❖ Building Maintenance 	<ul style="list-style-type: none"> ❖ District Student Services ❖ Purchase and Install and Building Needs ❖ Repair all items needing repairment ❖ Fix AC as needed ❖ Repair and maintain restrooms, lights, etc. ❖ Address, repair, and service all outdoor needs ❖ Purchase gym equipment 	

Comprehensive Needs Assessment

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT	
		Staff Development	Resources:
Parental Community Involvement ❖ Parental Educator Reports ❖ Parent/Community Sign In Sheets ❖ Class Dojo Reports	❖ Historically low student attendance ❖ Need increased parent meets ❖ Great parental committee that helps with school projects ❖ Need increased communication regarding attendance, testing, homework, curriculum, & testing	❖ Region One ❖ District Trainings ❖ Curriculum Nights ❖ CLC ❖ Classroom Dojo	❖ Region One ❖ District Trainings ❖ Curriculum Nights ❖ CLC ❖ Classroom Dojo ❖ Oriental Trading

Comprehensive Needs Assessment

% in APPROACHES LEVEL							
Subject	All	Hispanic	White	High Focus	ECD	EB	SPED
Math	73%	73%	100%	72%	72%	71%	50%
Reading	77%	76%	100%	76%	76%	72%	37%
Science	66%	66%	100%	65%	66%	65%	32%



Comprehensive Needs Assessment

% in MEETS LEVEL							
Subject	All	Hispanic	White	High Focus	ECD	EB	SPED
Math	43%	43%	50%	42%	42%	42%	25%
Reading	50%	50%	50%	48%	48%	40%	22%
Science	36%	37%	0%	37%	37%	26%	32%

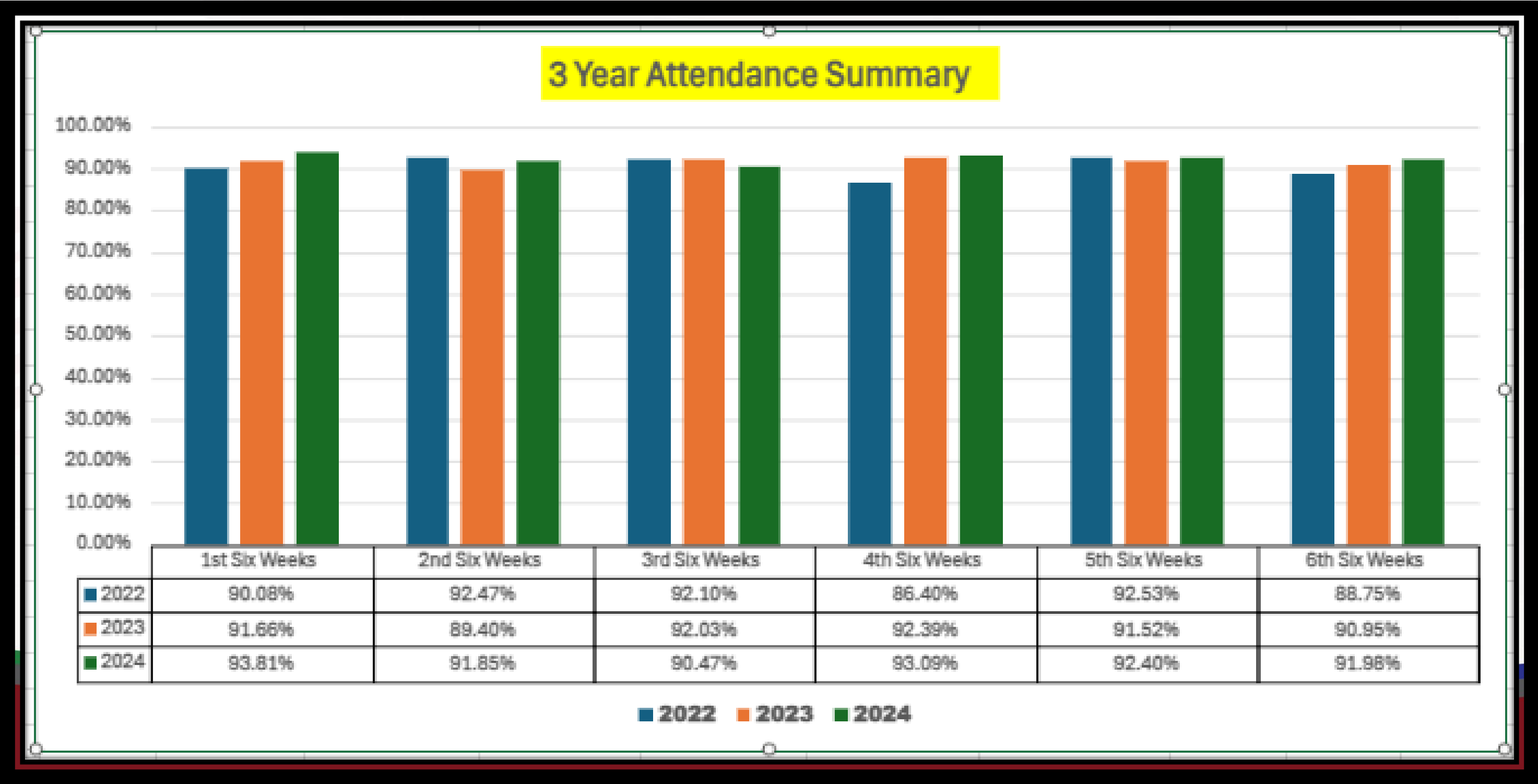


Comprehensive Needs Assessment

% in MASTERS LEVEL							
Subject	All	Hispanic	White	High Focus	ECD	EB	SPED
Math	16%	16%	50%	15%	15%	13%	4%
Reading	22%	22%	50%	20%	21%	14%	4%
Science	16%	17%	0%	17%	18%	7%	11%



Attendance Report



1st Grade TPRI

Campus Summary						
Levels:	BOY		MOY		EOY	
	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students
Listening	56	81%	44	65%	27	40%
Instructional	3	4%	6	9%	5	7%
Independent	10	14%	18	26%	36	53%

1st Grade TejasLee

Campus Summary							
Levels:	BOY			MOY		EOY	
	Campus # of Students		Campus % of Students	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students
Frustrational	12		60%	12	57%	2	11%
Instructional	1		5%	0	0%	2	11%
Independent	7		35%	9	43%	15	78%

2nd Grade TPRI

Campus Summary						
Levels:	BOY		MOY		EOY	
	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students
Listening	24	38%	33	34%	29	31%
Instructional	14	22%	15	17%	11	12%
Independent	25	40%	48	50%	54	57%

2nd Grade TejasLee

Campus Summary						
Levels:	BOY		MOY		EOY	
	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students
Frustrational	18	51%	11	33%	8	23%
Instructional	17	49%	7	20%	2	6%
Independent	0	0%	16	47%	25	71%

Goal 1 – 4 Summary of Findings

GOAL	AREA REVIEWED	SUMMARY OF STRENGTHS	SUMMARY OF NEEDS	PRIORITIES
1 STUDENT ACHIEVEMENT	STAAR ACADEMIC ACHIEVEMENT	<ul style="list-style-type: none">• 3-5th Grade ALL STAAR Data• Approaches 73%• Meets 43%• Masters 19%• TELPAS 69% 20% above Federal Target	<ul style="list-style-type: none">• Increased student achievement for all test in all subpopulation groups• Increased student achievement in all performance levels in Science• Uniformed Implementation of Writing Strategies	<p>Improve student learning outcomes in</p> <ul style="list-style-type: none">• All Subpopulations at Meets level• RLA at Meets Level• Math at Meets Level• Science in all performance level• Writing across disciplines
2 Closing the Gaps	STUDENT TARGETS	Long Elementary received 11.3 points in the closing the gaps area	<ul style="list-style-type: none">• Increased student achievement for all test in all subpopulation groups• Increased student achievement in all performance levels in Science• Uniformed Implementation of Writing Strategies	<ul style="list-style-type: none">• Increased student achievement for all test in all subpopulation groups• Increased student achievement in all performance levels in Science• Uniformed Implementation of Writing Strategies

Comprehensive Needs Assessment

Goal 1 – 4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3 Improve Safety, Public Support, Culture and Climate	Family and Community Involvement	<ul style="list-style-type: none"> • Meet the Teacher Night <ul style="list-style-type: none"> • Open House • Volunteer Program <ul style="list-style-type: none"> • Parent contact • Literacy Evening • Communication via various social media accounts 	<ul style="list-style-type: none"> • Increase attendance of Parents at parental educational meetings • Effective/Uniformed Communication • Parental Information on Academics, Attendance, and Testing 	<ul style="list-style-type: none"> • Increase attendance of Parents at parental educational meetings <ul style="list-style-type: none"> • Effective/Uniformed Communication • Parental Information on Academics, Attendance, and Testing
	Attendance and Recruitment	<ul style="list-style-type: none"> • Customer Service • Increase of Enrollment 	<ul style="list-style-type: none"> • Form an attendance committee • Differentiated Incentives 	Increase attendance by 3% to reach goal of 95%
4 Increase Staff Quality, Recruitment, and Retention	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Recruit highly qualified staff by attending job fairs • Hire university students that have demonstrated excellence in the classroom. <ul style="list-style-type: none"> • TIA Allotment 	<ul style="list-style-type: none"> • Staff development and support for new teachers and 2nd year teachers <ul style="list-style-type: none"> • Align TTESS observation and walkthrough • Staff recognition 	<ul style="list-style-type: none"> • Staff development and support for new teachers and 2nd year teachers <ul style="list-style-type: none"> • Staff development on academic mastery and retention

Accountability Rating & Campus Goals



2024 -2025 Campus Goals



- The following charts reflect the State Accountability results in 2023- 2024(STAAR), including the mathematics 3-5, reading language arts 3-5, and 5th grade science.
- This will allow us to analyze our needs and set attainable goals for the 2024-2025 school year.

Domain I Student Achievement & Campus Goals

Reading

	2024	Goal 2025
Approaches	77%	82%
Meets	50%	55%
Masters	22%	27%

Math

	2024	Goal 2025
Approaches	73%	78%
Meets	43%	48%
Masters	16%	21%

Science

	2024	Goal 2025
Approaches	66%	71%
Meets	36%	41%
Masters	16%	21%



2024-2025 Campus Goals



- Goal Area 1:** Student Achievement – By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.
- Goal Area 2:** Closing the Gaps – By June 2025, all identified student subpopulations in the Closing the Gaps domain will meet 100% of the target rates.
- Goal Area 3:** Improve Safety, Public Support, Culture and Climate – By June 2025, Dr. William Long Elementary will increase student attendance by 3%.
- Goal Area 4:** Increase Staff Quality, Recruitment and Retention – In order to attract and retain high performing teachers, Dr. William Long Elementary will provide 100% of all campus teachers with the opportunity to earn additional compensation for achieving exceptional instruction and student growth through the Teacher Incentive Allotment.



2024-2025 Summary of Campus Goals & Objectives



Goal Area 1: Effective Teaching & Learning

- Reading Language Arts & Literacy
- Mathematics
- Science
- Social Studies
- Accelerated Instruction
- Interventions
- Educational Materials & Resources
- Technology

Goal Area 2: Student Support

- Special Education Program
- Emergent Bilinguals
- Gifted and Talented Students
- Migrants Students
- Dyslexia Students
- 504/RTI Students
- STAAR Performance
- TELPAS Performance
- Student subpopulations

Goal Area 3: Family & Community Empowerment

- Attendance
- Discipline Management
- Parent and Community Involvement
- Social Emotional Learning
- Bullying Prevention
- Child & Sexual Abuse Prevention
- Trauma-Informed Care Policy
- Mental Health Awareness and Prevention
- School District Peace Officers and Security Personal

Goal Area 4: Leadership Growth

- Analysis of T-TESS Evaluations
- Identification of patterns in teaching and learning gaps
- Bilingual/ESL certified teachers
- Professional development trainings/plan
- Instructional coach support
- Teacher Mentors
- Process of Effective Staff Interviews
- Planning and Decision Making
- Sexual Harassment Policies

Goal Area 1

Student Achievement



Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

Objective: RLA The percent of students reading on or above grade level will increase by 5%.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Literacy Development in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased student achievement Gains Meeting Fluency Norms and Lexile on Fluency Chart	SGM Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1st 3rd-TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3rd-5th- CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

Action Steps:

- CLC Meetings
- Reading Academies for K-1st Grade Teachers-Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.
- PK 3 & 4 and Kinder-Daily Phonemic Awareness practice, Teacher read aloud , student comprehension
- Phonemic Awareness Checks every 6wks.
- 1st-3rd-Phonics, Fluency, and Reading Comprehension, Fluency checks every 6wks.
- 4th-5th-Fluency with Comprehension
- Fluency and Lexile Norms & Strategies
- English/Spanish Resources: Weekly Phonemic Awareness Lessons, Sing, Spell, Read, & Write, Leer Jugando, Estrellitas, Diana Ramirez, Frog Street Literacy, My Vision
- Technology Resources: MyON/Accelerated Reading, Iready, Footsteps to Brilliance
- Dual Language Programs

Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

Objective: RLA The percent of students reading on, or above grade level will increase by 5%.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Implement Best Practices/CIF strategies to improve student literacy, fluency and comprehension .	Principal Asst. Principal, Teachers and District Reading interventionist	Title 1 211, Local Funds 199	September 1, 2024 – August 31, 2025	Walk-throughs TTESS Observations Lesson Plans	Increased Student Progress as measured by Progress and Report Cards, CBA & BM test scores, and STAAR	SGM assessments, CBAs, BMs, STAAR, TELPAS	Title -#2

Action Steps:

Best Practices/CIF strategies will be implemented daily: literacy groups, four corners, gallery walk, graffiti walk, think pair & share and write to learn

- CLC Meetings
- Cold Reading and Fluency strategies such as choral reading, paired/partner reading, & echo reading will be implemented daily.
- Hands on activities, foldables
- Research presentations
- Integration of curriculum
- Small group instruction
- Implementation of centers, Word walls, Word bank, vocabulary games, a print rich environment
- Readers Theater
- Graphic organizers, Thinking Maps

Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

Objective: RLA The percent of students reading on, or above grade level will increase by 5%.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Grammar and Writing Instruction will be aligned campus-wide. Monitor grammar and writing skills and the development of the writing process in English and Spanish.	Principal Asst. Principal, Teachers District Reading interventionist Instructional Coach Reading Coach	Title 1 211, Local Funds 199	September 1, 2024 – August 31, 2025	Lesson Plans, Completed Curriculum documents, Composition prompts, DL writing rubric, Walk-throughs, TTESS Observations,	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports, WFTB Rubric and DL writing spreadsheet	SGM assessments, CBAs, BMs, STAAR, TELPAS	Title 1 #2 #4 #8

Action Steps:

Monitor grammar and writing skills and the development of the writing process through the implementation and maintenance of:

- CLC Meetings
- Grammar and Writing Instruction will be aligned district-wide. (Writing timelines)
- Writing samples show cased each six weeks using DL Rubric and WFTB Rubric
- Write from the Beginning-Weekly guided compositions-required at each grade level
- Writing Best Practices (Forde Ferrier)
- Writing and Reflective journals

Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

Objective: RLA The percent of students reading on, or above grade level will increase by 5%.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Implement differentiated Instruction	Principal Asst. Principal, Teachers District Reading interventionist Instructional Coach Reading Coach	Title 1 211, Local Funds 199	September 1, 2024 – August 31, 2025	Lesson Plans, Completed Curriculum documents, Composition prompts, DL writing rubric, Walk-throughs, TTESS Observations, Small groups	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports, WFTB Rubric and DL writing spreadsheet	SGM assessments, CBAs, BMs, STAAR, TELPAS	Title 1 #2 #4 #8

Action Steps:

- Use CLC meetings to help teachers with differentiated instruction by:
- Monitoring student progress as measured by Progress and Report cards, CBA and BM test scores.
 - Analysis of data to create intervention plans, and plan for differentiated instruction based on need.
 - Monitor the implementation of the curriculum weekly: lesson plans, instructional plans, and student differentiated instruction.
 - Address students at all levels (approaches, meets, and mastery)
 - Enrichment/Reteach Hour, Intervention (during school, after school and Saturday), and Summer School
 - Hire small group tutors

Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

Objective: RLA The percent of students reading on or above grade level will increase by 5%.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Protect instructional time with fidelity to increase student reading level on or above grade level. Use CLC meetings to help teachers understand the importance of protecting instructional time.	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased Student Progress as measured by CBA test scores, Benchmark Assessments, report cards, progress reports, TELPAS, STAAR scores	SGM assessments, CBAs, BMs, STAAR, TELPAS	Title -#2c

Action Steps:

- CLC Meetings
- Reading Academies for K-1st Grade Teachers-Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.
- PK 3 & 4 and Kinder-Daily Phonemic Awareness practice, Teacher read aloud , student comprehension
- Phonemic Awareness Checks every 6wks.
- 1st-3rd-Phonics, Fluency, and Reading Comprehension, Fluency checks every 6wks.
- 4th-5th-Fluency with Comprehension
- Fluency and Lexile Norms & Strategies
- English/Spanish Resources: Weekly Phonemic Awareness Lessons, Sing, Spell, Read, & Write, Leer Jugando, Estrellitas, Diana Ramirez
- Technology Resources: MyON /Accelerated Reading, Station Reading

Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

Measurable Objective: MATH Students achieving Meets will increase by 5% as measured by 2023 STAAR Mathematics Assessment.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Use CLC meetings to provide training on math curriculum, effective teaching strategies for all teachers including SPED teachers and teacher assistants on using online resources for asynchronous instruction and intervention.	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased Student Progress for all students including sub- groups as measured on CBAs, BMs, STAAR	SGM Assessments, CBAs, BMs, STAAR, TELPAS Weekly test	Title 1 - #2abc #4abc #9abc

Action Steps:

- Improve student learning outcomes in Math
- Differentiate instruction, STAAR Math-Increase % in Meet and Master , Focus on growth and progress.
- Use CLC meetings to provide teachers with training on Virtual teaching and learning using Google Classroom, & implementation/integration of technology; increase on-line resource use: IReady, Eureka, & Think Central for asynchronous instruction and intervention.

Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

Objective: Science Decrease the student achievement gap among all subgroups and increase the number of students that score at Meets and Masters.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Provide differentiated instruction in Science.	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased student achievement Gains Meeting Fluency Norms and Lexile on Fluency Chart	SGM Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1st 3rd-TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3rd-5th- CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

Action Steps:

Data analysis will be used to drive instruction. Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subgroup.

- Data will be used to inform tutorial lessons and to identify spiraled skills. Students will be identified for extended learning opportunities.
- Teachers will receive assessment data for their students within 48 hours of the test administration.
- Teachers will create action/acceleration plans, and calendar of Spiraling Activities.
- Teachers will identify students in each phase of accountability Including Subgroups, following each CBA and BM using DMAC reports in order to form targeted tutorial groups and differentiate instruction.
- Data Room will be available to monitor assessment results, complete data analysis discuss and plan appropriate targeted instructional interventions. and monitor student growth.
- Monitor the progress of all students including all subgroups to ensure they are on-track to meet state passing standards on STAAR and decrease the student achievement gap among all subgroups. Review RTI, 504 students' performance and progress and provide accommodations and interventions.

Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

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

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Integrate various technologies into classroom to support and enhance student achievement	CIT Life Coach Librarian Principal Asst. Principal Teachers	Online resources Mobile Mind, Google Classroom Modules, Computers Laptops Software, hardware Cannon Copy machine, copy graphics, service and maintenance on copy machine.	Septemb er 1, 2024 – August 31, 2025	Increased teacher and student usage of various technologies as indicated by usage reports.	Technology projects in core classes. Student evaluations of technology camps.	Observations Walk through	Title 1 #1 c #2 ab #3 c #4 ab #8 c Title 1

Action Steps:

Staff Development on various software and classroom technologies.

Campus Instructional Technologists (CIT) will provide ongoing support for the implementation/ integration of technology in the curriculum and instruction and increase the use of student technology for instructional rigor. CIT will set dates for teacher technology training sessions, create a calendar with topics, and provide training on programs used by district. These programs include Google Classroom, IReady, Think Central, Class Dojo, myON, Learning.com, Footsteps 2 Brilliance, and others that support virtual teaching and learning, and other web sites mandated by the district.

Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

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

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Support computer assisted instruction in Computer Labs.	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach CIT	IReady, Learning.com, Clever, Footsteps 2 Brilliance Summit K12	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased student achievement Gains Meeting Fluency Norms and Lexile on Fluency Chart	SLO Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1st 3rd-TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3rd-5th- CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

Action Steps:

Campus computer labs: Students will work in Computer Lab at least 4 times a week for 30-45 minutes.

Dr. William Long Elementary 2024-2025 CIP



Goal Area 1: Student Achievement

Annual Goal: By June 2025, the percentage of students achieving mastery in Reading, Math, and Science will increase by 5% in each performance levels.

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

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Provide technology and multimedia resources for students, teachers and other support staff to facilitate and reinforce reading, math & science development for all students.	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach CIT	Core content curriculum resources, IReady Learning.com myON Summit K12 Cannon Copy machine, copy graphics, service and maintenance on copy machine.	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased student achievement Gains Meeting Fluency Norms and Lexile on Fluency Chart	SGM Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1st 3rd-TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3rd-5th- CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

Action Steps:

- Purchase devices: computers, laptops, iPad and iPad insurance, chrome books/win books for classrooms and students.
Purchase: Printers, Toner/Ink for printers, Headphones, Age-appropriate keyboards, Speakers, and electrical cords/power strips Provide software: IReady, Think Central, Summit K12, Learning.com, Footsteps to Brilliance etc.
• Storage devices (USB), Computer programs, Educational websites, Smart board/Promethean, Interactive Flat Panel Boards & Associated Items
• Document readers, copiers, copier usage/rental, data projectors/lamps

Goal Area 2

Closing the Gaps



Dr. William Long Elementary 2024-2025 CIP



Goal Area 2: Closing the Gaps

Annual Goal: By June 2025, all identified student subpopulations in the Closing the Gaps domain will meet 100% of the target rates.

Objective: SPECIAL EDUCATION Implement research-based methodologies that strengthen the content knowledge and skills of Special Education students to ensure they demonstrate progress and meet state passing standards on the 2024 STAAR/STAAR ALT, and TELPAS Assessments.

Strategy	Persons Respon sible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Provide Staff Development on policies and procedures specific for Special Ed. students, implement research-based methodologies that strengthen the content knowledge and skills of SPED students, and ensure that SPED students receive in class support or resource by a trained special education staff member.	Principal, Assistant Principal, Life Coach SPED Teacher, Classroom Teachers	Special Ed 224 Title 1 Local 199 211 Funds	September 1, 2024 – August 31, 2025	Lesson Plans and Walk-throughs, TTESS Observations Agendas and Sign- in Sheets, Annual ARD meetings	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

Action Steps:

Provide Staff Development on policies and procedures specific for Special Ed. Students:
RTI Referral, options and monitoring process, & SPED Referral Process-modifications, accommodations, strategies for differentiation, different disabilities, and behavior modifications. Region One In services, Mainstreaming In services, District In services, Autism, Inclusion for Special Ed., Dyslexia-Esperanza/Herman Method, & CO-Teaching Program.

Implement and ensure SPED services are provided to students with disabilities

Dr. William Long Elementary 2024-2025 CIP



Goal Area 2: Closing the Gaps

Annual Goal: By June 2025, all identified student subpopulations in the Closing the Gaps domain will meet 100% of the target rates.

Objective: EMERGENT BILINGUAL LEARNERS Implement research-based methodologies that strengthen the content knowledge and skills of English Learners, to ensure they are on track to meet state passing standards on the 2025 STAAR and TELPAS.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Provide teachers the opportunity to attend in-service, implement of ELP strategies, monitor progress of Els, and implement TELPAS action plan	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased student achievement Gains Meeting Fluency Norms and Lexile on Fluency Chart	SLO Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1st 3rd-TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3rd-5th- CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

Action Steps:

- Ensure that all English Learners receive instruction from highly qualified Bilingual Certified Teachers
- Provide teachers the opportunity to attend Staff Development: 6-hour yearly update, 30-hour training for new teacher, Region 1/District/Campus In-services, TABE Conference
- Implementation of ELPS strategies : Ensure that all EL students develop academic skills and vocabulary and increase language acquisition in Spanish and English, and curriculum documents will include ELPS strategies for EL students and Supplemental Aids for Special Education students.
- Implement a TELPAS Action Plan to monitor language proficiency and growth: Develop academic skills, vocabulary, increase language acquisition in Spanish and English, use data, CIF Strategies, and ESL strategies.
- All teachers will use Summit K-12
- Use data analysis to drive instruction, and differentiate instruction, increase the percentage of students scoring Meets and Masters on the STARR test focus on growth and progress

Dr. William Long Elementary 2024-2025 CIP



Goal Area 2: Closing the Gaps							
Annual Goal: By June 2025, all identified student subpopulations in the Closing the Gaps domain will meet 100% of the target rates.							
Objective: GIFTED AND TALENTED PROGRAM Implement research-based methodologies that strengthen the content knowledge and skills of Gifted and Talented students to ensure they are on track to meet state passing standards on the 2025 STAAR.							
Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Provide teachers the opportunity to attend Gifted and Talented training. This will help us serve the academic and social needs of all students including all sub-groups through enrichment, extracurricular school organizations, clubs & sports	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased student achievement Gains Meeting Fluency Norms and Lexile on Fluency Chart	SLO Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1st 3rd-TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3rd-5th- CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

Action Steps:

Professional Development: 30-hour training for new teachers, 6-hour yearly update, G.T. Training for testing future GT students, Region 1 and District G.T. Workshops, best practices, DOK questioning, provide GT teachers with training on virtual teaching and learning using Google Classroom, CIT will provide training on the implementation/integration of technology; increase on-line resource use.

Provide Academic Enrichment. Extracurricular opportunities for all students

Dr. William Long Elementary 2024-2025 CIP



Goal Area 2: Closing the Gaps

Annual Goal: By June 2025, all identified student subpopulations in the Closing the Gaps domain will meet 100% of the target rates.

Objective: *MIGRANT STUDENTS* Implement research-based methodologies that strengthen the content knowledge and skills of Migrant students to ensure they are on track to meet state passing standards on the 2025 STAAR.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Implement research-based best practices to provide all Migrant students with support and to monitor growth.	Migrant Director, Principals, AP, Migrant Tutor, Teachers	Migrant Funds 212	September 1, 2024 – August 31, 2025	Classwork, Lesson Plans from Teacher and Tutor	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

Action Steps:

- Train teachers to implement research-based best practices.
- Ensure that all Migrant students receive necessary support to strengthen their content and skills knowledge.
- Monitor through data analysis to drive instruction, and differentiate instruction
- STAAR Math and Reading-Increase % in Meet and Master, Focus on growth and progress

Dr. William Long Elementary 2024-2025 CIP



Goal Area 2: Closing the Gaps

Annual Goal: By June 2025, all identified student subpopulations in the Closing the Gaps domain will meet 100% of the target rates.

Objective: STUDENTS With DYSLEXIA Provide research-based methodologies/services that strengthen the literacy skills of students with Dyslexia to ensure they are on track to meet state passing standards on the 2025 STAAR

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Implement research-based best practices to provide all students with dyslexia with support and to monitor growth.	Migrant Director, Principals, AP, Migrant Tutor, Teachers	Migrant Funds 212	September 1, 2024 – August 31, 2025	Classwork, Lesson Plans from Teacher and Tutor	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

Action Steps:

- Increase the number of trained Dyslexia Teachers and interventionists.
- Ensure that all Dyslexia students receive designed instruction and dyslexia services for students identified with Dyslexia. (Herman Method or Esperanza)
- Use data analysis to drive instruction, and differentiate instruction, STAAR Reading-Increase % in Meet and Master, Focus on growth and progress

Dr. William Long Elementary 2024-2025 CIP



Goal Area 2: Closing the Gaps

Annual Goal: By June 2025, all identified student subpopulations in the Closing the Gaps domain will meet 100% of the target rates.

Objective: **RESPONSE TO INTERVENTION** Decrease the student achievement gap among all students and subgroups and increase the number of students that score at Meets and Masters.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Provide additional academic support to accelerate and differentiate instruction through intervention services.	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased student achievement Tutorial Sign In Sheets	SLO Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1st 3rd-TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3rd-5th- CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

Action Steps:

- Use CLC meetings to provide additional academic support to accelerate and differentiate instruction.
- Extended day, Saturday tutoring, computer intervention programs, and pull-out reading programs
- Provide enrichment/reteach hour to support and differentiate for all students, Gifted and Talented Students and all subgroup.
- Hiring of Title One Tutors, Summer school
- Purchase and implement Instructional Resources/Supplies
- Provide supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: Dictionaries, Nonlinguistic

Dr. William Long Elementary 2024-2025 CIP



Goal Area 2: Closing the Gaps

Annual Goal: By June 2025, all identified student subpopulations in the Closing the Gaps domain will meet 100% of the target rates.

Objective: **RESPONSE TO INTERVENTION** Decrease the student achievement gap among all students and subgroups and increase the number of students that score at Meets and Masters.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Campus Performance Reviews CPRs will be held for an in-depth analysis of data	Principal Asst. Principal Teachers Reading Coach Librarian Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Walk-throughs Lesson Plans. DMAC Reports Sign In Sheets DATA Binder	Increased student achievement Tutorial Sign In Sheets	SLO Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1st 3rd-TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3rd-5th- CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

Action Steps:

Data analysis will be used to drive instruction. Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subgroup.

- Data will be used to inform tutorial lessons and to identify spiraled skills. Students will be identified for extended learning opportunities.
- Teachers will receive assessment data for their students within 48 hours of the test administration.
- Teachers will create action/acceleration plans, and calendar of Spiraling Activities.
- Teachers will identify students in each phase of accountability Including Subgroups, following each CBA and BM using DMAC reports to form targeted tutorial groups and differentiate instruction.
- Data Room will be available to monitor assessment results, complete data analysis discuss and plan appropriate targeted instructional interventions. and monitor student growth.
- Monitor the progress of all students including all subgroups to ensure they are on-track to meet state passing standards on STAAR and decrease the student

Goal Area 3

Improve Safety,
Public Support,
Culture & Climate



Dr. William Long Elementary 2024-2025 CIP



Goal Area 3 : Improve Safety, Public Support, Culture & Climate

Annual Goal: By June 2025, Dr. William Long Elementary will increase student attendance by 3%.

Objective: Attendance Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Increase student and staff attendance via several initiative and campus incentives on an individual and group basis.	Principal Asst. Principal Teachers Counselors Parent Educator	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	PEIMS Data Parent Contact Log	Increase student attendance	Documentation and follow up notes Student reflection sheets	Title 1 #4 #10

Action Steps:

- Establish an attendance committee
- Communicate with parents and guardians about attendance and academic performance.
- Promote perfect attendance via various incentives

Dr. William Long Elementary 2024-2025 CIP



Goal Area 3 : Improve Safety, Public Support, Culture & Climate

Annual Goal: By June 2025, Dr. William Long Elementary will increase student attendance by 3%.

Objective: Bullying Prevention Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Training of staff on student bullying prevention, and social emotional learning.	Principal Asst. Principal Teachers Counselors Instructional coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	sign in sheets SEL classes	Decrease in discipline referrals	Documentation and follow up notes	Title 1 #4 #10

Action Steps:

- Counselor will conduct guidance lessons (SEL) for students to address- motivation to achieve, Bullying, Drug/Safety Awareness, Response to Behavior, Career Awareness, Communication Skills, Interpersonal Effectiveness, Decision Making Skills, Cross Cultural Effectiveness, and Self Confidence.
- Provide early counseling presentation/intervention for students by: Providing regular scheduled counseling sessions for identified students, providing scheduled classroom presentations, developing behavior plans, and rewarding positive behavior
- Counselor will address and provide individual counseling to students who are identified at risk and refer to outside agencies if needed.

Dr. William Long Elementary 2024-2025 CIP



Goal Area 3 : Improve Safety, Public Support, Culture & Climate

Annual Goal: By June 2025, Dr. William Long Elementary will increase student attendance by 3%.

Objective: DISCIPLINE MANGAEMENT Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Train staff on managing discipline and maintaining safe environments.	Principal Asst. Principal Teachers Counselors	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Walk-throughs sign in sheets Classroom management plan	Decrease in discipline referrals	Documentation and follow up notes Student reflection sheets	Title 1 #4 #10

Action Steps:

- Training of staff on student referral protocols, de-escalation and restorative practices.
- Provide PAC meetings for parents on Discipline management (behavioral strategies) and safe positive and nurturing environments. Inform parents of Student Code of Conduct
- Provide guidance lessons for students (individual and small group) including subgroups to address the importance of discipline and a safe environment.
- Practice safety procedures, fire drills, lock down procedures, bus evacuation drills and other emergency codes, Revising and modifying the Emergency Response Plan/Team annually, Establish a Safety Committee, Train staff on managing students while emergency is taking place, Provide CPR training for staff, CPI training for staff, Using radios to communicate,
- Acknowledging appropriate behavior by rewarding students, displaying motivational bulletin boards, banners, instilling pride in one-self and amongst each other, promoting and modeling a high degree of respect for students and one another, respecting school property, & maintaining a clean environment.

Dr. William Long Elementary 2024-2025 CIP



Goal Area 3 : Improve Safety, Public Support, Culture & Climate

Annual Goal: By June 2025, Dr. William Long Elementary will increase student attendance by 3%.

Objective: Social and Emotional Learning/ Mental Health Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Train all staff on good customer service, conduct meetings to inform parents about different topics, and communicate with parents in various platforms like google classroom, class dojo, Facebook school page, and other educational media platforms.	Principal Asst. Principal Teachers Counselors Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	Sign – in sheets SEL classes	Decrease in discipline referrals	Documentation and follow up notes Student reflection sheets	Title 1 #4 #10

Action Steps:

Good Customer Service
Parent Meetings: Curriculum, State Tests and Accountability System, academic achievement, Special Programs: IB & DL, PAC meetings on selected topics such as Title 1, State and Federal mandates, Guest speakers, Recruit parent volunteers, Meet the Teacher, Open House, Dissemination of information to parents, Literacy Parent Nights, Home visits/conferences as needed, Home school compact for parents and students.
Provide parents opportunities to serve on school committees: LPAC, SBDM, & PAC
Distribute the Title I Survey and use the results to improve and structure parent-school relationship
Communicate through memos, letters, flyers, marquee, phone calls, home visits, Class Dojo in English and Spanish.

Dr. William Long Elementary 2024-2025 CIP



Goal Area 3 : Improve Safety, Public Support, Culture & Climate

Annual Goal: By June 2025, Dr. William Long Elementary will increase student attendance by 3%.

Objective: Child Abuse and Prevention Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Counselor will provide training on child abuse, sexual abuse, neglect, and social emotional learning.	Principal Asst. Principal Teachers Counselors Instructional Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 1, 2024 – August 31, 2025	sign in sheets certificates SEL classes	Awareness and prevention of abuse	Documentation and follow up notes	Title 1 #4 #10

Action Steps:

- Counselor will address and provide individual counseling to students who are identified at risk and refer to outside agencies if needed.
- Guidance lessons (SEL) will be provided for all students, including sub-groups and students identified at risk through small group, and individual counseling.

Goal Area 4

Increase Staff Quality,
Recruitment
& Retention



Dr. William Long Elementary 2024-2025 CIP



Goal Area 4 : Increase Staff Quality, Recruitment & Retention

Annual Goal: In order to attract and retain high performing teachers, Dr. William Long Elementary will provide 100% of all campus teachers with the opportunity to earn additional compensation for achieving exceptional instruction and student growth through the Teacher Incentive Allotment.

Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School- wide Component
Recruit highly qualified staff: Implement a plan for teacher selection and retention and celebrate accomplishments.	Principal Asst. Principal, Instructional Coach, Committee Members	Local Funds Title 1 Funds Staffing needs	September 1, 2024 – August 31, 2025	Staff hired High teacher retention rate	High teacher retention Highly qualified teacher Student success	Screen all applicants for best candidates Report cards Progress Reports	Title 1 #5bc

Action Steps:

- Recruitment
- Train all teachers on T-TESS and Texas Incentive Allotment
- Advertising vacancy through HR & district web-page, Set up interview committee, Use criteria for hiring, Verify previous employment , Contact references , Make selection based on Highly Qualified Teachers, and Utilize SBDM members/Grade Level Chairpersons to assist with interviews.
- Retention
- Bilingual/ESL certified, Special Education certified, Core area certifications, Masters degrees, CTE certified , & Advance Placement certified.
- Celebrate and acknowledge staff accomplishments: Plaques, Certificates, Incentives

Dr. William Long Elementary 2024-2025 CIP



Goal Area 4 : Increase Staff Quality, Recruitment & Retention

Annual Goal: In order to attract and retain high performing teachers, Dr. William Long Elementary will provide 100% of all campus teachers with the opportunity to earn additional compensation for achieving exceptional instruction and student growth through the Teacher Incentive Allotment.

Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Implement a plan for Bilingual/ESL certified teacher selection and retention.	Principal, Asst. Principal	Staffing needs projections	September 1, 2024 – August 31, 2025	Staff hired High teacher retention rate	Student Success	Screen all applicants for best candidates	Title 1 #5bc

Action Steps:

All classrooms will have a highly qualified teacher that is prepared to deliver instruction and who will support student success with content expertise.

- **Bilingual/ESL certified**
- **Core area certifications**
- **Masters' degrees**
- **Resume, references**
- **Previous observations**
- **TTESS proficiency level**
- **Utilize Grade Level Chairpersons to assist with interviews**

Dr. William Long Elementary 2024-2025 CIP



Goal Area 4 : Increase Staff Quality, Recruitment & Retention

Annual Goal: In order to attract and retain high performing teachers, Dr. William Long Elementary will provide 100% of all campus teachers with the opportunity to earn additional compensation for achieving exceptional instruction and student growth through the Teacher Incentive Allotment.

Objective: Professional Development Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Provide Professional Development throughout school year for teachers and paraprofessionals on student population, subgroups, and educational programs, processes, and procedures	Principal, Asst. Principal, Instructional Coach Grade Level Chair-persons,	Local Funds Title 1 Funds	September 1, 2024 – August 31, 2025	Sign in logs PD certificates	Highly qualified teachers and teacher retention.	Progress reports Report cards	Title 1

Action Steps:

- Professional Development
District in-services, Outside Consultants, New teacher academies-1st yr., Region One In-services, Dual Language Institute, IB Training, Campus staff development , Grade level Meetings, & CLC Meetings, New Teacher Mentors
- Subgroups
Migrant, EB’s, Special Education, Curriculum, Content Vocabulary, Classroom/Discipline Management, & IB Program, Dual language Program

Dr. William Long Elementary 2024-2025 CIP



Goal Area 4 : Increase Staff Quality, Recruitment & Retention

Annual Goal: In order to attract and retain high performing teachers, Dr. William Long Elementary will provide 100% of all campus teachers with the opportunity to earn additional compensation for achieving exceptional instruction and student growth through the Teacher Incentive Allotment.

Objective: Instructional Support Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Ass essments	Title 1- School-wide Component
Instructional coaching support for First year teachers and other teachers needing support.	Principal Asst. Principal Instructional Coach	Title 1 Local funds I3 Invest in Innovation	September 1, 2024 – August 31, 2025	Sign-In Sheets Coaching logs Coaching schedules	TTESS Teacher Evaluation Proficiency level increase to the Proficiency ,	TTESS Self Evaluation, Teacher Observations, Walk-throughs, Mid yr., & Summative Evaluation,	Title 1 #5bc

Action Steps:

- Assign a mentor and Support first year teachers and new staff, attend New Teacher Academies,
- Support teachers with on-going Professional Development & Instructional Rounds
- TTESS Evaluation Training, Teacher Self-Assessment, Assist teachers with Professional Development Plan (Growth), and Preparing SGMs
- CLCs: Teacher Collaborative Learning Communities-provide training on research-based best teaching practices.
- Curriculum support, Lesson planning, Classroom management, Discipline, Procedures and Policies, CIF strategies, Data analysis, literacy, fluency etc.
- Acknowledgement of staff accomplishments: Plaques, Certificates, Incentives