

Carrollton-Farmers Branch Independent School District

Long Middle School

2024-2025 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8

Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Guiding Objectives	12
Guiding Objective 1: Optimize Engaging and Diverse Learning	12
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	15
Guiding Objective 3: Optimize Community Engagement	17
Guiding Objective 4: Optimize Social and Emotional Health of all students	19
Guiding Objective 5: Optimize All Available Resources	23
State Compensatory	25
Budget for Long Middle School	25
Title I - Previous	26
1.1: Comprehensive Needs Assessment	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	26
2.3: Available to parents and community in an understandable format and language	26
2.5: Increased learning time and well-rounded education	26
2.6: Address needs of all students, particularly at-risk	26
3.1: Annually evaluate the schoolwide plan	26
4.1: Develop and distribute Parent and Family Engagement Policy	27
4.2: Offer flexible number of parent involvement meetings	27
Title I - Updated	27
Policies, Procedures, and Requirements	28

Comprehensive Needs Assessment

Revised/Approved: August 9, 2024

Demographics

Demographics Summary

Originally constructed as North Carrollton Junior High School in 1980, the school's name was changed in 1988 upon the retirement of Dan F. Long, who served as superintendent of the district for 12 years. The School Board chose to re-name the school for Long because of his tremendous contributions to local public education as well as education throughout the state and country. Dan F. Long is located in the north east part of Dallas, TX. at 2525 Frankford Road as part of Carrollton Farmers Branch ISD. The school houses grades 6-8 with a current enrollment of 580 students with 170 6th grade students, 190 7th grade students and 220 8th grade students. Housing in attendance zones consists of single family homes as well as five apartments located within a half mile radius. Long Middle School provides a rich learning experience to our students by teaching and reaching the hearts of our students. We offer programs such as Dual Language and Kickstart Karate. Our phenomenal Fine Arts and Athletic programs provide an opportunity for students to challenge themselves and be a member of team. We celebrate our diversity of our students. Our student populations represent Hispanic (67 %), African American (29%), White (2%), Asian (1%), and Two or More Races (1%). Dan F. Long serves 87% of students who are Economically Disadvantaged.

Our instructional paraprofessionals are highly qualified. They are required to hold an associate's degree or have completed a minimum of 2 years of college coursework. At Long we employ Instructional Facilitators whose primary responsibility is to help new to five-year teachers on the campus. They serve as a resource for novice teachers, assisting them in learning their profession and assisting more experienced teachers in honing their skills. Additionally, we have subject Specialists Coaches that meet regularly with each content team across all grade levels to educate how to effectively apply and expand the district curriculum. The expert coach assists instructors in developing and learning new teaching tactics, as well as assisting in the classroom.

On a regular basis, we have instructional facilitators and content specialists on campus to assist teachers who are having difficulty with their students' academic performance. Both the instructional facilitator and the content specialist coach will model teach for the struggling teacher in terms of teaching and planning. Struggling teachers have the opportunity to visit other teachers' classrooms who are Mastering a particular skill they are weak in. Both, if possible, will enter a classroom and co-teach in order to provide additional assistance to the instructor and students. Administrators do weekly walkthroughs and provide feedback to assist teachers. Teachers are assisted in building a strategy for student restructuring and success in their classroom. Teachers who exhibit and produce the highest levels of academic success in their students are often invited to discuss their ideas with the staff at faculty meetings or professional development sessions. Occasionally, these elite instructors are videotaped, and the film is utilized to train and model for new teachers. These educators are highly appreciated and are offered a great deal of praise. Our teacher-student ratio is around 25-1. Class sizes for Science and Social Studies students and electives, such as Art and Theater are often greater due to number of teachers and sections provided.

Demographics Strengths

Dan F. Long Middle School has many strengths. Some of the most notable demographic strengths include:

1. Hispanic population is fastest growing student population due to newcomer program on campus.
2. Attendance rate is impacted by the proximity of single family homes and apartments which allows approximately 3/4 of our students to walk to school.
3. Highly qualified paraprofessionals as well as teachers provide a rich learning environment for students.

Student Learning

Student Learning Summary

2023-2024 STAAR Data

Content Area	2023	2024	Difference
6th ELA	56%	63%	+7
7th ELA	54%	67%	+13
8th ELA	72%	69%	-3
6th Math	51%	55%	+4
7th Math	28%	36%	+8
8th Math	72%	66%	-6
8th Science	63%	57%	-6
8th Social Studies	43%	42%	-1
		Total Gains	+32
		Total Losses	-16
		Differential	+16

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2024 STAAR reading passing rates at the "Approaches" or higher for all grade levels is in the 60s range

Root Cause: Lack of specified tier curriculum to address grade level gaps

Problem Statement 2 (Prioritized): 2024 8th grade cohort longitudinal reading/math STAAR shows a decrease from when students take 7th grade STAAR

Root Cause: Lack of specified tier curriculum to address grade level gaps

School Processes & Programs

School Processes & Programs Summary

The processes and programs at Dan F Long Middle School fall into three major categories: Curriculum/Instruction, Student Development, and Teacher Recruitment/Retention/Development. Each category has several elements that combine to meet the needs of our students by developing curriculum and instruction, while aiding teachers in their development of instruction. Each category contains specific programs and processes to that end.

Curriculum and Instruction includes programs and processes such as utilizing district curriculum, unpacking the standards, RTI tutorials, STAAR Extended Day, and Title I tutorials.

Teacher Recruitment and Development programs and processes include the use of Instructional Facilitators, District Coaches, the CFB Job fair, New Teacher Orientation, Mentoring Program, PD Time, an Instructional Dean, Monthly New Teacher "On boarding", and TIA.

School Processes & Programs Strengths

Some of the strengths identified by teachers and administrators are:

1. The use of PD time given to teachers to analyze data obtained from testing such as class assessments, MAP scores, and STAAR scores.
2. DDI
3. Time given to teachers for lesson planning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student discipline problems interfere with learning and student growth.

Root Cause: A lack of a tier system that addresses varying levels of behavior problems; lack of incentive system

Problem Statement 2 (Prioritized): Counselors do not spend much time engaging student in actual counseling services

Root Cause: No established expectations at the district/campus level of how counselors "push-in" into classrooms on a cyclical basis

Perceptions

Perceptions Summary

One of the core beliefs at Dan F. Long Middle School is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow.

New teachers and families come into our school with all kinds of previous school experiences. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning. Dan F. Long wants to narrow the performance gap among all student groups, and particularly between Hispanic, African American and White students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students - ALL students. We take them where they are and we move them as quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that excellence is the habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Students are taught and then taught the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are blessed to have respectful, confident students. The staff understands that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence. We constantly check our progress by conducting panorama surveys with students and parents to get feedback and to make changes. We also have yearly staff surveys to improve.

Dan F. Long also places a priority on creating a family and community friendly school environment. Our new PTA president is excited to lead family and community engagement initiatives. We know communication is a key way to engage parents and the community. In addition to the typical newsletters sent home via email and school events posted on the marquee and social media.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents/Students view Long MS as an institution where students are solely being pushed along the system; students do not have to show any significant growth/proficiency to be promoted to next grade level

Root Cause: The lack of detailed systems and high expectations has created a culture of significant apathy

Priority Problem Statements

Problem Statement 1: 2024 STAAR reading passing rates at the "Approaches" or higher for all grade levels is in the 60s range

Root Cause 1: Lack of specified tier curriculum to address grade level gaps

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2024 8th grade cohort longitudinal reading/math STAAR shows a decrease from when students take 7th grade STAAR

Root Cause 2: Lack of specified tier curriculum to address grade level gaps

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student discipline problems interfere with learning and student growth.

Root Cause 3: A lack of a tier system that addresses varying levels of behavior problems; lack of incentive system

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Counselors do not spend much time engaging student in actual counseling services

Root Cause 4: No established expectations at the district/campus level of how counselors "push-in" into classrooms on a cyclical basis

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents/Students view Long MS as an institution where students are solely being pushed along the system; students do not have to show any significant growth/proficiency to be promoted to next grade level

Root Cause 5: The lack of detailed systems and high expectations has created a culture of significant apathy

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices
- Action research results
- Other additional data

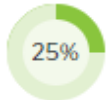


Guiding Objectives







Revised/Approved: August 9, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025 Long Middle School will increase Student Achievement data for 100% of the students in the area of reading

Evaluation Data Sources: MAP Scores, Lexile Levels, STAAR Scores, District DCFA's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Engage in progress learning program or supplemental reading instruction (with teachers/interventionists) during advisory and after school tutoring with 100% of the students according to their tier status</p> <p>Strategy's Expected Result/Impact: This will increase our students' reading ability; therefore leading to higher proficiency on MAP/STAAR</p> <p>Staff Responsible for Monitoring: admin/instructional coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Interventionists - 211 Title I - 211-13-6117-00-044-99-000 - \$44,000, Supplemental Reading Material - 211 Title I - 211-11-6329-00-044-99-000 - \$6,000, Supplemental instruction and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$255,000</p>				

Strategy 2 Details	Reviews			
Strategy 2: Provide snacks for students during after school Extended Day tutoring Strategy's Expected Result/Impact: This will increase our students' reading ability; therefore leading to higher proficiency on MAP/STAAR Staff Responsible for Monitoring: admin/instructional coaches Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 Funding Sources: Snacks - 211 Title I - 211-11-6498-00-044-99-000 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

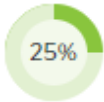

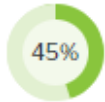




Student Learning
Problem Statement 1: 2024 STAAR reading passing rates at the "Approaches" or higher for all grade levels is in the 60s range Root Cause: Lack of specified tier curriculum to address grade level gaps

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2025, Long Middle School will increase Student Achievement data for 100% of the students in the area of math.

High Priority

Evaluation Data Sources: Interims
STAAR Scores
CFA's
MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Engage in progress learning program or supplemental math instruction (with teachers/interventionists) during advisory and after school tutoring with 100% of the students according to their tier status Strategy's Expected Result/Impact: This will increase our students' math skills; therefore leading to higher proficiency on MAP/STAAR Staff Responsible for Monitoring: Admin/instructional coaches Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Interventionists - 211 Title I - 211-11-6117-00-044-30-000 - \$30,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2 Problem Statements:








Student Learning
Problem Statement 2: 2024 8th grade cohort longitudinal reading/math STAAR shows a decrease from when students take 7th grade STAAR Root Cause: Lack of specified tier curriculum to address grade level gaps

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2025, 100% of Long Middle School staff will be knowledgeable and have had practiced all required safety drills.

High Priority








Evaluation Data Sources: Drill tracking form
All staff will have documents available in their rooms

Strategy 1 Details		Reviews			
Strategy 1: Train all staff during in-service week about safety measures and drills in place Strategy's Expected Result/Impact: All staff will be knowledgeable about ERP and campus protocols Staff Responsible for Monitoring: Asst. Principals, campus security officer ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: By August 2025, establish daily "hot spot" duty schedule to ensure that all areas of the school are supervised by a staff member.

High Priority
Evaluation Data Sources: Walkthroughs by Admin








Strategy 1 Details	Reviews			
Strategy 1: Ensure all common areas of the school have a staff member present during passing periods. Strategy's Expected Result/Impact: Positive school culture, smooth transitions from period to period Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025, Long Middle School will increase the percentage of Long families that belong to our PTA.

High Priority

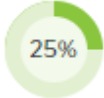






Evaluation Data Sources: PTA memberships

Strategy 1 Details	Reviews			
Strategy 1: Working closely with the PTA President, Long administration will conduct regular board meets to involve parents into the functions of the school. Strategy's Expected Result/Impact: More partnerships and a better relationship with the community Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Guiding Objective 3: Optimize Community Engagement

Goal 2: Beginning in August 2024, Long Middle School will monitor and increase the number of parent phone calls by staff members for positive student actions.

High Priority
Evaluation Data Sources: Google Form input numbers










Strategy 1 Details		Reviews			
Strategy 1: Continue district expectation of 9 positive phone calls per 9 weeks Strategy's Expected Result/Impact: Parent involvement and relationship with school Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: Beginning in August 2024, Long will ensure that programming for socio-emotional development and support of students are implemented at 100% during the school year.

High Priority

Evaluation Data Sources: Monthly counselor logs

Strategy 1 Details	Reviews			
Strategy 1: Train 100% of staff in the CFBISD Suicide Prevention Protocol and increase staff, student, and parent awareness of sexual abuse and other maltreatment of students. Strategy's Expected Result/Impact: This will ensure that we train teachers to identify instances of SI and child abuse so that we can adequately report these and assist our students Staff Responsible for Monitoring: Counselors/Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor and respond to violence intervention support requests. Strategy's Expected Result/Impact: This will allow us to address and support these requests quickly and efficiently Staff Responsible for Monitoring: Counselors/Admin ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide PD to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being, as well as safety planning for victims of dating violence, school-based alternatives to protective orders, and understanding of dating violence. Strategy's Expected Result/Impact: This will allow us to proactively address these issues in a way that empowers students to address them as well Staff Responsible for Monitoring: Counselors/Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: Beginning in August 2024, Long Middle school will create a community environment amongst staff and students to create a positive culture.

High Priority

Evaluation Data Sources: House Points; discipline referrals; attendance rate

Strategy 1 Details	Reviews			
Strategy 1: Establish weekly "Fantastic Falcons" winners for every grade level Strategy's Expected Result/Impact: An increase in house points; a decrease in office referrals; an increase in daily attendance rate Staff Responsible for Monitoring: Admin/teachers Problem Statements: School Processes & Programs 1 Funding Sources: Academic Incentives for students - 211 Title I - 211-11-6399-00-044-99-000 - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase capacity in the number of staff that are trained in the Ron Clark Academy Problem Statements: School Processes & Programs 1, 2 Funding Sources: Ron Clark Academy Training - 211 Title I - 211-13-6411-00-044-99-000 - \$15,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

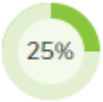





Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Student discipline problems interfere with learning and student growth. Root Cause: A lack of a tier system that addresses varying levels of behavior problems; lack of incentive system
Problem Statement 2: Counselors do not spend much time engaging student in actual counseling services Root Cause: No established expectations at the district/campus level of how counselors "push-in" into classrooms on a cyclical basis

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 3: By May 2025, increase the number of parent engagement events on campus by two.

Evaluation Data Sources: Number of total events

Strategy 1 Details	Reviews			
Strategy 1: In addition to Literacy Night, develop a STEAM night, a school wide carnival to celebrate end of year accomplishments Strategy's Expected Result/Impact: Increase in parent engagement Problem Statements: Perceptions 1 Funding Sources: Parent Engagement Events - 211 Title I - 211-61-6399-00-044-99-000 - \$15,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: Parents/Students view Long MS as an institution where students are solely being pushed along the system; students do not have to show any significant growth/proficiency to be promoted to next grade level Root Cause: The lack of detailed systems and high expectations has created a culture of significant apathy

Guiding Objective 5: Optimize All Available Resources

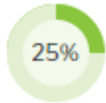

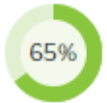




Goal 1: Beginning in August 2025, ensure 100% of financial and personnel resources are optimized and focused on meeting the needs of all students during the school year.

High Priority

Evaluation Data Sources: STAAR

Panorama

Upbeat

Strategy 1 Details	Reviews			
Strategy 1: Provide PD and mentoring to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being Strategy's Expected Result/Impact: Effective PD will allow use to give staff members the tools to meet the needs of the students and those who we serve Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 Funding Sources: Professional Development - 211 Title I - 211-13-6411-00-044-99-000 - \$9,700, PD Conference for counselors - 211 Title I - 211-31-6411-00-044-99-000 - \$1,800	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: 2024 STAAR reading passing rates at the "Approaches" or higher for all grade levels is in the 60s range Root Cause: Lack of specified tier curriculum to address grade level gaps
Problem Statement 2: 2024 8th grade cohort longitudinal reading/math STAAR shows a decrease from when students take 7th grade STAAR Root Cause: Lack of specified tier curriculum to address grade level gaps

School Processes & Programs

Problem Statement 1: Student discipline problems interfere with learning and student growth. **Root Cause:** A lack of a tier system that addresses varying levels of behavior problems; lack of incentive system

State Compensatory

Budget for Long Middle School

Total SCE Funds: \$255,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I - Previous

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Long's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Long's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I - Updated

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024