Dr. William Long Elementary

Campus Improvement Plan
2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ *2025*

Vision

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

Mission

As educational leaders, the PSJA team is engaged and empowered 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.

Adopted June 22, 2020, by the PSJA School Board of Trustees

Texas Accountability System

DR LONG ELEMENTARY
CAMPUS REPORT CARD
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

Domain	Scaled Score	Better of Part A or B	Better of Domain I or Domain II	Weight	Weighted Points
Domain I - Student Achievement	73				
Domain II - School Progress Part A	81		82	70%	57.4
Domain II - Relative Performance Part B	82	82			
Domain III - Closing the Gaps	76			30%	22.8
OVERALL SCORE				80	B

The issuance of 2024 A–F ratings remains pending and subject to change based on judicial rulings.

Retrieve on Nov. 11, 2024 from: [Texas School Report Cards | Dr. William Long Elementary | Accountability Overview](#)

Strategic Direction

COLLEGE³
READY.CONNECTED.COMPLETE.™

PSJA School Board
Diana Serna, President
Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
Carlos G. Villegas, Jr., Member

Superintendent's Cabinet
Dr. Alejandro Elias, Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

Senior Staff
Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Mario Bracamontes, Sustainability Administrator
Dr. Nora Cantu, Executive Officer for Academics
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Campus Executive Summary

Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come from similar backgrounds and way of life.

The student body at Dr. William Long Elementary is predominantly Hispanic, with the following student population breakdown:

Dr. William Long Elementary	Male	Female	Sped	Lep	Migrant	Gt	ECD
	388	386	105	195	2	31	749
	51%	49%	13.6%	25.2%	0.3%	4.0%	96.8%

Executive Summary Continued

Student Performance:

For the 2025-2026 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics, and Science will increase from 46% in May 2025 to 60% by June 2026.
- The percentage of students who perform at MEETS grade level or above on 3rd grade STAAR Reading will increase by sixteen percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 3rd grade STAAR Mathematics will increase by twenty percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 4th grade STAAR Reading will increase by two percentage points by June 2026
- The percentage of students who perform at MEETS grade level or above on 4th grade STAAR Math will increase by seventeen percentage points by June 2025.
- The percentage of students who perform at MEETS grade level or above on 5th grade STAAR Reading will increase by two percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 5th grade STAAR Mathematics will increase by twenty-one percentage points by June 2026.

Vision

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

Mission

The Dr. Willliam 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.

Moto

Knights Finish Strong!

Campus Educational Improvement Committee Member

HEATHER CONTRERAS	PRINCIPAL
LAURA OCHOA	ASSISTANT PRINCIPAL
ERICA RODRIGUEZ	ASSISTANT PRINCIPAL
MARCIA RAMOS	COUNSELOR
CHRISTINA RODRIGUEZ	COUNSELOR
SUSANA BARBOSA	CLL
LISA MARIE GONZALEZ	READING COACH
SARAH RUIZ	SPECIAL ED TEACHER
MARIA OLVERA	LEAD TEACHER
SANDRA RAMOS	LEAD TEACHER
SOFIA SALDANA	PARA-PROFESSIONAL
AMERICO ARREDONDO	HEAD CUSTODIAN
PENDING	PARENT REPRESENTATIVE

COLLEGE³
READY.CONNECTED.COMPLETE

Site -Based Decision -Making Committee

- **Operating Procedures:** The SBDM serves as the key committee in the Campus Intervention Team to assist the campus principal with the development, review, and revision of the CIP. All SBDM information must be included on the campus website. The organizational structure of the school's SBDM including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SBDM and subcommittees. The SBDM shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

- A list of meeting dates, committee members, agendas and minutes for each meeting must be on the campus website. The campus website homepage must include the link to the SBDM page for easy access. Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.

- **Scheduled Meeting Dates: September 4, 2025, November 6, 2025, January 29, 2026, May 30, 2026**

- **Committee Roles and Responsibilities:**
    - <u>**Chair**</u> – prepares committee meeting agendas with the assistance of the principal, guide meetings and encourage input from all members
    - <u>**Vice-Chair**</u> – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee

    - <u>**Scribe/Recorder**</u> – prepare and maintain minutes of committee meetings, committee membership roster and bylaws
    - <u>**Facilitator/Timekeeper**</u> – monitors committees' energy and interaction, keeps committee on track and ensures activities are completed in a timely manner

Site -Based Decision   -Making Committee

SBDM will address the following areas:

- Planning
- Budgeting
- Curriculum
- Staffing patterns
- Staff development
- School organization

DR LONG ELEMENTARY
CAMPUS REPORT CARD
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

Domain	Scaled Score	Better of Part A or B	Better of Domain I or Domain II	Weight	Weighted Points
Domain I - Student Achievement	73		82	70%	57.4
Domain II - School Progress Part A	81	82			
Domain II - Relative Performance Part B	82				
Domain III - Closing the Gaps	76			30%	22.8

OVERALL SCORE	80	B

COLLEGE³
READY.CONNECTED.COMPLETE.

DR LONG ELEMENTARY
DOMAIN I - STUDENT ACHIEVEMENT
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	99	33	33%	66	67%	40	40%	8	8%	38	65
Grade 4 Mathematics	121	39	32%	82	68%	52	43%	25	21%	44	72
Grade 5 Mathematics	117	33	28%	84	72%	46	39%	15	13%	41	70
Grade 3 Reading (English)	98	29	30%	69	70%	43	44%	12	12%	42	71
Grade 4 Reading (English)	115	25	22%	90	78%	67	58%	29	25%	54	82
Grade 5 Reading (English)	114	20	18%	94	82%	70	61%	35	31%	58	88
Grade 3 Reading (Spanish)	1	0	0%	1	100%	1	100%	0	0%	67	92
Grade 4 Reading (Spanish)	5	1	20%	4	80%	3	60%	0	0%	47	75
Grade 5 Reading (Spanish)	3	2	67%	1	33%	1	33%	0	0%	22	49
Grade 5 Science	117	32	27%	85	73%	36	31%	12	10%	38	65
TOTAL TESTS	790	214	27%	576	73%	359	45%	136	17%		

Domain I - Student Achievement Scaled Score
$(73 + 45 + 17) \div 3 = 45$

73

DR LONG ELEMENTARY
DOMAIN II PART A - SCHOOL PROGRESS
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

Annual Growth			Did Not Meet LOW	Did Not Meet HIGH	Approaches LOW	Approaches HIGH	Meets	Masters
	Did Not Meet LOW	MATH	16	15	3	3	0	0
		RLA	17	9	3	3	5	0
	Did Not Meet HIGH	MATH	10	12	5	10	5	0
		RLA	3	11	7	5	13	3
	Approaches LOW	MATH	5	9	7	7	7	1
		RLA	2	4	5	8	11	6
	Approaches HIGH	MATH	1	3	5	10	14	2
		RLA	0	1	6	5	16	7
	Meets	MATH	0	1	3	14	22	9
		RLA	0	1	3	2	24	18
	Meets	MATH	0	0	0	1	9	28
		RLA	0	0	0	1	8	29

Accelerated Growth			Did Not Meet	Approaches	Meets	Masters
2024	Did Not Meet	MATH	53	21	5	0
		RLA	40	18	18	3

Annual Growth Points Earned	(125 x 0) + (50 x 0.5) + (298 x 1) = 323
Accelerated Growth Points Earned	(65 x 0.25) = 16.25
# of Total Tests Included in Calculation	473
Domain II - School Progress Raw Score	(323 + 16.25) ÷ 473 = 72

Domain II - School Progress Scaled Score: 81

DR LONG ELEMENTARY
DOMAIN II PART B – RELATIVE PERFORMANCE
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	99	33	33%	66	67%	40	40%	8	8%	38	73
Grade 4 Mathematics	121	39	32%	82	68%	52	43%	25	21%	44	81
Grade 5 Mathematics	117	33	28%	84	72%	46	39%	15	13%	41	78
Grade 3 Reading (English)	98	29	30%	69	70%	43	44%	12	12%	42	79
Grade 4 Reading (English)	115	25	22%	90	78%	67	58%	29	25%	54	90
Grade 5 Reading (English)	114	20	18%	94	82%	70	61%	35	31%	58	91
Grade 3 Reading (Spanish)	1	0	0%	1	100%	1	100%	0	0%	67	93
Grade 4 Reading (Spanish)	5	1	20%	4	80%	3	60%	0	0%	47	84
Grade 5 Reading (Spanish)	3	2	67%	1	33%	1	33%	0	0%	22	51
Grade 5 Science	117	32	27%	85	73%	36	31%	12	10%	38	73
TOTAL TESTS	790	214	27%	576	73%	359	45%	136	17%		

Domain I - Student Achievement Scaled Score
(73 + 45 + 17) ÷ 3 = 45

82

DR LONG ELEMENTARY
DOMAIN III – CLOSING THE GAPS
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

			All Students	Hispanic	High Focus	EB	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement	RLA	2025-27 InterAm	46	39	37		9	24	37.5	30%	11.3
		2028-32 Next InterAm	55	49	48						
		2038 Long Term	73	70	69						
		2024	49	49	47						
		2025	55	55	53						
		POINTS EARNED	3	3	3						
	MATH	2025-27 InterAm	49	44	42						
		2028-32 Next InterAm	58	53	52						
		2038 Long Term	75	72	71						
		2024	43	43	42						
		2025	41	41	39						
		POINTS EARNED	0	0	0						
Academic Growth	RLA	2025-27 InterAm	64	62	61		12	24	50	50%	25
		2028-32 Next InterAm	74	72	71						
		2038 Long Term	94	92	91						
		2024	72	72	71						
		2025	79	79	78						
		POINTS EARNED	3	3	3						
	MATH	2025-27 InterAm	69	68	66						
		2028-32 Next InterAm	78	77	76						
		2038 Long Term	95	95	95						
		2024	61	62	60						
		2025	64	64	63						
		POINTS EARNED	1	1	1						
English Language Proficiency		2025-27 InterAm				49	4	4	100	10%	10
		2028-32 Next InterAm				51					
		2038 Long Term				55					
		2024				65					
		2025				73					
		POINTS EARNED				4					
Student Achievement Domain Score		2025-27 InterAm	47	41	40		6	12	50	10%	5
		2028-32 Next InterAm	57	51	50						
		2038 Long Term	77	71	70						
		2024	46	46	45						
		2025	45	45	44						
		POINTS EARNED	0	3	3						

Domain III - Closing the Gaps Raw Score	$(11.3 + 25 + 10 + 5) = 51$

Domain III - Closing the Gaps Scaled Score	76

COLLEGE³
READY.CONNECTED.COMPLETE

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

The following accountability sources were used to review the Special Education data by the Campus Site-Based Decision-Making Committee (SBDM): State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

Align student goals and objectives outlined in IEP with TEKS being assessed on STAAR, STAAR Online, STAAR-Alt 2, TELPAS and TELPAS-ALT.

Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively. Resource teachers will work collaboratively with homeroom teachers to ensure IEP implementation.

Emergent Bilinguals (EB):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the SBDM Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The BE/DL Department was very involved in the curriculum writing and revision for grades K-5 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program.

COLLEGE³
READY.CONNECTED.COMPLETE.™

GOAL AREA 1: Student Achievement

Areas Reviewed: Student Performance

Strengths

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by

the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Lesson internalization district training along with follow ups during Teacher Collaborative Learning Community (TCLC).
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts and phonics materials are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.
- Learning Walks from district leaders and campus leaders to enhance instruction by the use of rubrics and observational feedback.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading (Spanish) at Meets Grade Level Standard or Above was at **56%.**
- High Focus Student Group (ECD) in ELA/Reading at Meets Grade Level Standard or Above was at **54%.**
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **48%.**
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **15%.**
- Student reading on level by third grade is an area that we as the district continue to work on and monitor through progress monitoring.
- Cross curricular writing must be done at all grade levels including analyzing the writing during TCLC.
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at **41%.**
- High Focus Student Group (ECD) in Mathematics at Meets Grade Level Standard or Above was at **39%.**
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at **39%.**
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at **17%.**

Goal Area 1: Student Achievement

Annual Goal 1: The percentage of all students at Dr. William Long Elementary that score at the meets grade level or above on STAAR Mathematics will increase from the current rate to 60% by June 2026.

<u>Objective 1</u>: The percentage of students meeting or exceeding grade level on STAAR Mathematics will increase from the current rate to 60% by providing access to a standards-aligned, guaranteed, and viable curriculum.

Strategy 1: Provide lesson internalization PD for all teachers during TCLCs. Use Student Profile Sheets to track math progress. Implement small group, differentiated instruction.

Timeline: June 2025- June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Teachers

Action Steps:
1) Implement standards-aligned math instruction daily using the district curriculum with fidelity.
2) Conduct data meetings every three weeks to analyze formative assessments and adjust instruction.
3) Provide small-group interventions for students performing below grade level, using targeted math resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Eureka Math/Internalization Teachers notes STAAR Released Tests for practice and analysis i-Ready Math lessons and diagnostics Progress monitoring tools (DMAC, or district-selected data platforms) Professional development on math content and strategies	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents Lesson Internalization DMAC data, Tutorial/Intervention	BM1 and BM2 scores show increases in student achievement and student performance growth STAR Reports, I-ready, BOY, CBA, BM1, BM2 and STAAR	Formative assessments Benchmarks [BMs] STAAR/TELPAS Results Driven Accountability IReady Diagnostic Student Growth Measures [SGM] Pre/Post Test Beginning Of the Year

Strategy 2: Provide targeted small-group instruction during Tier 1 focused on building math vocabulary and conceptual understanding through modeling, hands-on activities, and visual aids to support student participation and allow for immediate feedback.

Timeline: September 2025 - May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, Assistant principal, CLL

Action Steps:
1) Plan and deliver small-group lessons using hands-on activities, visual aids, and modeling to reinforce math vocabulary and concepts.
2) Monitor student understanding during small groups and provide immediate feedback to address misconceptions.
   3) Adjust instruction based on data from formative assessments and observations to ensure all students are progressing toward grade-level standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Bluebonnet Curriculum Materials (lesson plans, pacing guides, TEKS-aligned activities) Math manipulatives (counters, base-ten blocks, fraction pieces) Visual aids and anchor charts for key vocabulary and concepts Interactive math tools (whiteboards, charts, or digital apps) Formative assessment tools (exit tickets, quick checks, i-Ready Math diagnostics	Student participation records Attendance and engagement data Observation notes	Lesson plans and teacher notes Formative assessment data Progress monitoring reports Student work samples	Ongoing formative assessments Progress monitoring reports Teacher observations and anecdotal notes Data meetings

Strategy 3: Monitor student progress in I-Ready by tracking lesson completion rates, mastery percentages, time spent on lessons, and assessment scores to inform instruction and provide targeted support.

> **Timeline:** August 2025 - June 2026
> **Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.
> **Persons Responsible:** Principal, Assistant Principal, CLL, Teachers

> **Action Steps:**
> 1) Review i-Ready data weekly to track lesson completion rates, mastery percentages, and time spent on lessons for each student.
> 2) Identify students needing targeted support based on assessment scores and mastery data and provide small-group or individual interventions.
> 3) Adjust instruction and assign appropriate i-Ready lessons based on data trends to ensure all students progress toward grade-level standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
i-Ready Math platform Teacher guides and reports Data tracking tools Professional development Weekly Reports	i-Ready reports Lessons completed Observation notes Data Reports	Increased student mastery percentages Improved assessment scores Higher lesson completion rates Reduction in the number of students performing below grade level	Weekly review of i-Ready data Teacher observations and anecdotal notes Data meetings Student self-reflections or goal-setting logs

Goal Area 2: Closing the Achievement Gap

Annual Goal 1: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least a 10% increase is achieved in the Academic Achievement component for Kindergarten Readiness, moving from **41**% to at least **56**% by the end of the 2025-2026 school year.

Objective 1: By May 2026, at least **56**% of Pre-K and Kindergarten students in all identified student groups will demonstrate mastery of foundational literacy and numeracy skills, as measured by district BOY, MOY, and EOY assessments.

Strategy 1: Provide small-group, evidence-based literacy instruction three times per week using phonemic awareness, phonics, and vocabulary-building activities.

Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, CLL, Teachers

Action Steps:
1) Identify Students-Review assessment data to determine which students are below grade level in reading.
2) Group Students by Need-create flexible small groups based on specific skill deficits
3) Provide Intervention Sessions-Deliver small-group instruction at least 3 times a week

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mosaic Program District Curriculum i-Ready Phonics Digital & Online Resources Professional Support	Lesson Plans i-Ready usage reports Progress monitoring data Intervention logs Walkthrough or observation notes	Increase in kindergarten readiness performance Growth in i-Ready diagnostic scores Improved phonics assessment scores	Assessment & Progress Monitoring Tools Monthly review i-Ready growth reports Bi-weekly phonics/letter-sound fluency checks Progress monitoring data from district benchmarks

Strategy 2: Provide targeted internalization support through collaboration with the CLL, Reading Coach, focusing on strengthening teacher capacity to deliver high-quality phonemic awareness instruction.

Timeline: September 2025- Aug. 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/CLL/Teachers

Action Steps:
1) Collaborate with CLL Reading Coach –Schedule bi-weekly planning sessions to review student data.
2) Implement Small-Group Interventions-Conduct targeted phonemic awareness sessions to identified pre-K and Kindergarten students at least 3 times per week.
3) Monitor Student Progress-Use formative assessment

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
CLL & Reading Coach Phonemic Awareness Program (mosaic) District Curriculum Materials Assessment Tools Digital Resources	Lesson plans Logs of intervention Coaching notes Student work samples Observation notes or walkthroughs	Increase in phonemic awareness mastery Growth in the percentage of students meeting or exceeding literacy benchmarks Improvement in kindergarten readiness performance	EOY Assessments Weekly Assessment I-ready assessments Monthly review of intervention logs Progress Monitoring

COLLEGE³
READY.CONNECTED.COMPLETE.

Strategy 3: Group students by reading level and design targeted, differentiated lessons for each group. Incorporate the Mosaic program to provide structured literacy support and integrate relevant professional development opportunities for teachers to strengthen instructional practices and address individual student needs.

Timeline: September 2025- Aug. 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs, Reading Coach

Action Steps:
1) Group Students by Reading Level-Use assessment data to identify student reading levels and create flexible groups.
2) Plan and Deliver Targeted Lessons-Design differentiated lessons for each group incorporating the Mosaic program and evidence-based literacy strategies.
3) Provide Teacher Support and PD-Offer professional development opportunities and coaching to ensure students are effectively implementing differentiated instruction and using the Mosaic program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mosaic Program District Curriculum Materials Assessment Tools Professional Development Opportunities Digital Resources	Lesson Plans Small-group intervention logs Assessment data Teacher professional development records	Increase in the percentage of students meeting or exceeding grade-level benchmarks Growth in i-Ready Improved overall kindergarten readiness and early literacy outcomes	EOY Assessment Bi-weekly progress monitoring Monthly review of small-group logs Classroom observations and walkthroughs Mid-year assessments

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

Annual Goal 1: By 2026, Dr. William Long Elementary will increase student attendance to meet the district goal of 95%.

    <u>**Objective 1:**</u> By May 2026, at least 90% of students at Dr. William Long Elementary will maintain an individual attendance rate of 95% or higher, as measured by the district attendance records, through implementation of targeted interventions and monitoring.

    Strategy 1: Implement a schoolwide attendance incentive program, including class rewards, parent engagement activities, and timely communication with families to encourage daily attendance.

    Timeline: September 2025- Aug. 2026
    Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
    Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, Assistant Principal, CLL, Teachers

    Action Steps:
1) Develop and Lauch Incentive Program-Create schoolwide attendance reward system including weekly or monthly recognition for classes and individual students with exemplary attendance.
2) Monitor and Communicate Attendance Data-Track daily and weekly attendance using the school's system and share timely reports with teacher, students, and families to celebrate successes and address pattern of absenteeism.
3) Engage families- Organize parent workshops, send newsletters, and provide regular updates through calls or text to inform families about the importance of daily attendance and the incentive program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Student Information System Attendance Incentive Materials Parent Communication Tools Staff Support	Attendance logs and reports Documentation of incentive program activities Parent communication records Workshop or family engagement attendance records	Increase in the percentage of student meeting the district attendance goal of 95% Year-end reports showing that schoolwide attendance rates meet or exceed the district target	Weekly and monthly attendance reports Review of incentive program participation Regular staff meeting Parent feedback and engagement tracking

COLLEGE³
READY.CONNECTED.COMPLETE.

Strategy 2: Establish a monthly attendance recognition program for students and classes demonstrating perfect or improved attendance.

Timeline: September 2025- Aug. 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/CLL/Teachers

Action Steps:
1) Develop Recognition Criteria-Define what qualities as perfect or improved attendance for students and classes each month.
2) Organize Monthly Assemblies-Plan and conduct monthly school assemblies to publicly acknowledge students and classes meeting the attendance criteria
3) Distribute Awards and Certificates-Prepare and give certificates, small rewards, and other recognition items during assemblies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Certificate, trophies, small prizes School announcement system and assembly space for public recognition Attendance data from the Student Information system to identify qualifying students and classes	Attendance records Photos & videos Logs of awards Staff meeting notes	Increase in the percentage of students with perfect or improved attendance each month Year-end attendance reports showing improvement	Monthly review of attendance data Teacher and staff feedback on student engagement Surveys or informal feedback

COLLEGE³
READY.CONNECTED.COMPLETE™

Strategy 3: Implement regular parent communication and engagement about the importance of daily attendance through newsletters, phone calls, and parent meetings, providing resources to support consistent school attendance.

Timeline: September 2025- Aug. 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs, Reading Coach

Action Steps:
1) Send monthly newsletters highlighting the importance of daily attendance and sharing tips for families to support consistent attendance.
2) Conduct parent phone calls or conferences for students with frequent absences to provide support and problem-solving strategies.
3) Host parent workshops or meetings each semester to discuss the impact of attendance on student success and share community resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Communication Platforms (ClassDojo, Reminds, Newsletter, etc...) Parent contact logs and phone call scripts Professional development for staff on effective parent communication strategies	Documentation of parent phone calls and meetings Attendance workshop sign-in sheets and agendas Copies of newsletters and communication logs	Improved student daily attendance rates Fewer early dismissals and tardies reported. Improved parent participation/attendance at school events and meetings.	Track attendance rates weekly and identify patterns or trends. Monitor the number and frequency of newsletters, phone calls, and meetings conducted. Collect parent sign-in sheets and participation records from meetings.

Goal Area 4: Language Proficiency (TELPAS/EBs)

Annual Goal 1: By 2026, Dr. William Long Elementary will achieve a **55**% TELPAS composite score, demonstrating significant growth in English language proficiency.

Objective 1: By the end of each school year leading up to 2026, at least 55% of Emergent Bilingual students will demonstrate annual progress of one or more proficiency levels in at least one TELPAS domain (listening, speaking, reading, or writing), ensuring steady growth toward the 55% TELPAS composite goal.

Strategy 1: During TCLC sessions, teachers will analyze and graph their students' TELPAS domain scores to identify strengths and areas of need, then develop targeted action plans that include differentiated instructional strategies, progress monitoring, and language supports to accelerate English language proficiency.

Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, Assistant Principal, CLL, Teachers

Action Steps:
1) Teachers will review TELPAS domain score reports and graph individual student progress during each TCLC session.
2) Grade-level teams will create action plans that outline specific instructional strategies and interventions aligned to student language needs (listening, speaking, reading, writing).
3) Teachers will implement action plans and monitor student progress every six weeks, adjusting strategies as needed based on formative data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TELPAS domain score reports Summit K-12 Platform TCLC time for teacher collaboration	Summit K-12 student usage reports and teacher lesson assignments Student TELPAS graphs	Increased percentage of students progressing at least one proficiency level annually in TELPAS	Review TELPAS graphs and action plans during TCLC every six weeks Analyze interim data (unit assessments, reading/writing samples, language rubrics) for

District English Learner (EL) instructional frameworks and guides.	maintained by teachers Completed action plans for each grade level	Growth in TELPAS composite scores toward the 50% goal Higher student proficiency in practice activities on Summit K-12	EB progress Monitor implementation through classroom walkthroughs and coaching feedback

Strategy 2: Students will complete targeted TELPAS practice activities in Summit K-12, and teachers will guide them to create journals to document and reflect on their writing practice. This approach reinforces language development, strengthens writing skills, and promotes self-reflection on English proficiency growth.

Timeline: September 2025- Aug. 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/CLL/Teachers

Action Steps:
1) Teachers will assign domain-specific TELPAS practice activities in Summit K-12 aligned to individual student needs.
2) Students will maintain journals to document their writing practice, reflections, and progress after each activity.
3) Teachers will review journals regularly to provide feedback, monitor growth, and adjust instruction based on student reflections and Summit K-12 performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Summit K-12 platform for TELPAS practice activities Student journals or digital journal tools TELPAS score reports for goal alignment Teacher guides for writing and reflection strategies	Student completion records and activity reports from Summit K-12 Student journals with documented writing and reflection entries Teacher feedback logs on journal entries	Increased student engagement in writing and TELPAS practice Growth in student writing skills, as reflected in journals and classroom assessments Improvement in TELPAS domain scores (writing, reading, speaking)	Review Summit K-12 completion reports weekly to monitor student participation Check student journals every 2–3 weeks to track writing growth and reflection quality Use short formative assessments to measure mastery of targeted language skills

Strategy 3: Teachers will conduct individual conferences with students to review current TELPAS proficiency levels, set personalized language goals, and develop action plans targeting growth in listening, speaking, reading, and writing. These conferences will empower students to take ownership of their language development and provide teachers with actionable insights for differentiated instruction.

Timeline: September 2025- Aug. 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs, Reading Coach

Action Steps:
1) Schedule individual conferences with each student to review TELPAS scores and discuss strengths and areas for growth.
2) Collaboratively set specific, measurable TELPAS goals for each student in listening, speaking, reading, and writing.
3) Follow up on goals regularly through check-ins, reviewing student progress, and adjusting action plans as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TELPAS domain score reports Student progress trackers or goal-setting forms Summit K-12 or other practice platforms for targeted skill development	Conference schedule and sign-in sheets Completed student goal setting and action plan forms Teacher notes from conferences documenting discussion and next steps	Students demonstrating measurable progress in one or more TELPAS domains Increased student engagement and ownership of language learning Improvement in TELPAS composite scores toward the SIP goal	Monitor student progress toward goals through ongoing assessments and classroom work Review completed action plans and update them during TCLC sessions as needed Track changes in TELPAS domain scores and adjust instructional focus every six weeks