Midland Independent School District

Long Elementary

2025-2026 Goals/Performance Objectives/Strategies

Mission Statement

Excellence for All

Vision

District Vision-All students will graduate prepared and ready for college, career, and life.

Campus Vision-Our Jane Long Family believes in growing the whole child in a loving, engaging, and safe environment in order to create memorable experiences that promote excellence in academics and empower our students to be confident collaborators and independent lifelong learners.

Value Statement

We are respectful. We believe in ourselves and never give up. We achieve goals together. We are a team. We are Jane Long.

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Goals

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of PreK students performing at grade in ELAR will increase from 93% to 95% by 2026.
The percentage of PreK students performing at grade level in Math will increase from 87% to 95% by 2026.

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, explicit instruction in phonological awareness, mathematic instruction, and oral language development using the district-adopted curriculum	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show increased foundational literacy and mathematics skills as measured by BOY, MOY, and EOY literacy screeners and progress monitoring tools. **Staff Responsible for Monitoring:** Pre-K Teachers, Early Childhood Specialist, Assistant Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**Apr**	**June**
	Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Provide monthly professional development and instructional coaching on early literacy and mathematics best practices.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased teacher capacity in delivering high-quality ELAR and math instruction; observable during walkthroughs and formal observations. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1		Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Embed social-emotional learning (SEL) into daily literacy and math instruction to build language, listening, and comprehension skills.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will demonstrate stronger receptive and expressive language, positively impacting ELAR and math skills. **Staff Responsible for Monitoring:** Classroom Teachers, Counselor, SEL Team **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Student Learning 1		Some Progress			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 37% of Monolingual Kinder students met their EOY MAP Reading Growth goal.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of Kinder students performing at grade in ELAR will increase from 64% to 70% by 2026.
The percentage of Kinder students performing at grade level in Math will increase from % to % by 2026. (Pending Baseline)

HB3 Goal

Evaluation Data Sources: mCLASS, iReady, NWEA

Strategy 1 Details	Reviews			
Strategy 1: Utilize formative assessment data and targeted walkthrough observations to systematically evaluate the effectiveness of professional learning and coaching cycles, ensuring alignment with instructional goals and measurable impact on student outcomes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased instructional alignment and teacher responsiveness to student needs, leading to improved student performance **Staff Responsible for Monitoring:** Principal, Admin Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to make targeted instructional adjustments, collaborate, and implement sustainable solutions that result in increased student outcomes. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent bilingual students, and other student groups.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement. **Staff Responsible for Monitoring:** Administrators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Some Progress			

No Progress   Accomplished   Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 37% of Monolingual Kinder students met their EOY MAP Reading Growth goal.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of 1st grade students performing at grade in ELAR will increase from 58% to 70% by 2026.
The percentage of 1st grade students performing at grade level in Math will increase from % to % by 2026. (Pending Baseline)

> **HB3 Goal**

> **Evaluation Data Sources:** mClass and iReady

Strategy 1 Details	Reviews			
Strategy 1: Utilize formative assessment data and targeted walkthrough observations to systematically evaluate the effectiveness of professional learning and coaching cycles, ensuring alignment with instructional goals and measurable impact on student outcomes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased instructional alignment and teacher responsiveness to student needs, leading to improved student performance **Staff Responsible for Monitoring:** Principal, Admin Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to make targeted instructional adjustments, collaborate, and implement sustainable solutions that result in increased student outcomes. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent bilingual students, and other student groups.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement. **Staff Responsible for Monitoring:** Administrators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 54% of 2nd grade students met their EOY MAP Reading growth goal, including both monolingual and bilingual. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of 2nd grade students performing at grade in ELAR will increase from 60% to 70% by 2026.
The percentage of 2nd students performing at grade level in Math will increase from % to % by 2026. (Pending Baseline)

HB3 Goal

Evaluation Data Sources: mClass, iReady, NWEA

Strategy 1 Details	Reviews			
Strategy 1: Utilize formative assessment data and targeted walkthrough observations to systematically evaluate the effectiveness of professional learning and coaching cycles, ensuring alignment with instructional goals and measurable impact on student outcomes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased instructional alignment and teacher responsiveness to student needs, leading to improved student performance **Staff Responsible for Monitoring:** Principal, Admin Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to make targeted instructional adjustments, collaborate, and implement sustainable solutions that result in increased student outcomes. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent bilingual students, and other student groups.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement. **Staff Responsible for Monitoring:** Administrators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: 54% of 2nd grade students met their EOY MAP Reading growth goal, including both monolingual and bilingual.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 50% by 2026.
The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 33% to 50% by 2026.

HB3 Goal

Evaluation Data Sources: STAAR, iReady, NWEA

Strategy 1 Details	Reviews			
Strategy 1: Utilize formative assessment data and targeted walkthrough observations to systematically evaluate the effectiveness of professional learning and coaching cycles, ensuring alignment with instructional goals and measurable impact on student outcomes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased instructional alignment and teacher responsiveness to student needs, leading to improved student performance **Staff Responsible for Monitoring:** Principal, Admin Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 4, 5	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers are able to make targeted instructional adjustments, collaborate, and implement sustainable solutions that result in increased student outcomes. **Staff Responsible for Monitoring:** Administrators, MCL, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 5	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent bilingual students, and other student groups.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement. **Staff Responsible for Monitoring:** Administrators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4, 5	Some Progress			

◯ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: 50% of 3rd-6th grade students met their EOY MAP Science growth goal, including both monolingual and bilingual.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.
Problem Statement 4: 41% of 3rd grade students scored meets or higher in reading on the 2025 STAAR assessment.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Student Learning
Problem Statement 5: 33% of 3rd grade students scored meets or higher in math on the 2025 STAAR assessment.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 41% to 50% by 2026.
The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 33% to 50% by 2026.

HB3 Goal

Evaluation Data Sources: STAAR, iReady, NWEA

Strategy 1 Details	Reviews			
Strategy 1: Utilize formative assessment data and targeted walkthrough observations to systematically evaluate the effectiveness of professional learning and coaching cycles, ensuring alignment with instructional goals and measurable impact on student outcomes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased instructional alignment and teacher responsiveness to student needs, leading to improved student performance **Staff Responsible for Monitoring:** Principal, admin team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 3, 6, 7	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to make targeted instructional adjustments, collaborate, and implement sustainable solutions that result in increased student outcomes. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 6, 7	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent bilingual students, and other student groups.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement. **Staff Responsible for Monitoring:** Administrators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: 50% of 3rd-6th grade students met their EOY MAP Science growth goal, including both monolingual and bilingual.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.
Problem Statement 6: 33% of 4th grade students scored meets or higher in reading on the 2025 STAAR assessment.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.
Problem Statement 7: 30% of 4th grade students scored meets or higher in math on the 2025 STAAR assessment.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 33% to 50% by 2026.
The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 30% to 50% by 2026.
The percentage of 5th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 15% to 35% by 2026.

HB3 Goal

Evaluation Data Sources: STAAR, iReady, NWEA

Strategy 1 Details	Reviews			
Strategy 1: Utilize formative assessment data and targeted walkthrough observations to systematically evaluate the effectiveness of professional learning and coaching cycles, ensuring alignment with instructional goals and measurable impact on student outcomes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased instructional alignment and teacher responsiveness to student needs, leading to improved student performance **Staff Responsible for Monitoring:** Principal, admin team **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 3, 8, 9, 10	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers are able to make targeted instructional adjustments, collaborate, and implement sustainable solutions that result in increased student outcomes. **Staff Responsible for Monitoring:** Administrators, MCLs, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 8, 9, 10	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent bilingual students, and other student groups.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement. **Staff Responsible for Monitoring:** Administrators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 8, 9, 10	Some Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 3: 50% of 3rd-6th grade students met their EOY MAP Science growth goal, including both monolingual and bilingual.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.
Problem Statement 8: 26% of 5th grade students scored meets or higher in reading on the 2025 STAAR assessment.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Student Learning
Problem Statement 9: 35% of 5th grade students scored meets or higher in math on the 2025 STAAR assessment.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.
Problem Statement 10: 15% of 5th grade science students scored meets or higher in science on the 2025 STAAR assessment.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 26% to 50% by 2026.
The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 35% to 50% by 2026.

HB3 Goal

Evaluation Data Sources: STAAR, iReady, NWEA

Strategy 1 Details	Reviews			
Strategy 1: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased instructional alignment and teacher responsiveness to student needs, leading to improved student performance **Staff Responsible for Monitoring:** Principal, Admin Team **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 3	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent bilingual students, and other student groups.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement. **Staff Responsible for Monitoring:** Administrators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching strategies that promote critical thinking skills and include differentiated and scaffolded support for students with disabilities, Emergent bilingual students, and other student groups.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers are able to improve Tier 1 instructional quality, improve student engagement, critical thinking, and create sustainable instructional improvement. **Staff Responsible for Monitoring:** Administrators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	Some Progress			

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 3: 50% of 3rd-6th grade students met their EOY MAP Science growth goal, including both monolingual and bilingual.   **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 9: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.
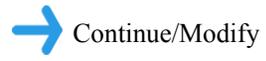
Strategy 1 Details		Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency.		**Formative**			**Summative**
Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal		**Nov**	**Feb**	**Apr**	**June**
		Some Progress			
Strategy 2 Details		**Reviews**			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
		Some Progress			
Strategy 3 Details		**Reviews**			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
		Some Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The campus Domain I- Student Achievement scale score will increase from 35% (60D) to 43% (72C) by June 2026

HB3 Goal

Evaluation Data Sources: STAAR results (Approaches, Meets, and Masters)

TELPAS for EL students

mClass (K-2 EOY literacy data)

MAP Growth (Math and Reading)

Attendance reports

Behavior/Discipline referral data

Ron Clark House points (if tracked for academic/behavior incentives)

Strategy 1 Details	Reviews			
Strategy 1: Fully implement the Ron Clark House System to build a positive school culture, foster student ownership, and celebrate academic and behavioral successes through consistent rituals and recognition.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student motivation, engagement, and a stronger sense of belonging will lead to improved academic performance and fewer office referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, House Leads, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Implement a proactive attendance monitoring system to identify and address chronic absenteeism. Use tiered interventions involving parents, attendance contracts, and incentives.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved daily attendance rates will result in increased instructional minutes and higher student achievement outcomes. **Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk, Classroom Teachers, Attendance Committee **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing professional development on social-emotional learning (SEL) and restorative discipline practices. Integrate classroom circles and SEL lessons into weekly routines and utilize data from behavior tracking to support interventions.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reduction in office referrals, improved classroom learning environments, and increased student focus on academics. **Staff Responsible for Monitoring:** Counselor, Principal, Assistant Principal, Behavior Team, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1, 2, 3	Some Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Long's attendance rate was 92.7% for the 2024-2025 school year.   **Root Cause**: Long did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.
Problem Statement 2: 14% of parents, 21% of students, and 12% of campus staff expressed concern in the School Quality Survey that discipline was not enforced fairly for all students.   **Root Cause**: Long's discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, and students, and lack of staff training.

Demographics
Problem Statement 3: Parents, Teachers, and Students expressed concern in the School Quality Survey that bullying is not addressed with students.   **Root Cause**: Long has failed to implement clear anti-bullying policies and systems of reporting, providing awareness and training for staff, and providing families with updates regarding reports.

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: By May 2026, 100% of students in Grades K-5 will participate in at least two college, career, or military exploration activities (e,g., career day, college-themed lessons, military guest speakers).

Evaluation Data Sources: Calendar of Events

Strategy 1 Details	Reviews			
Strategy 1: The School will host a campus-wide Career Day designed to expose students to a diverse range of professions, including careers in skilled trades, the military, and higher education. Guest speakers from various fields will engage students through interactive presentations, hands-on activities, and demonstrations that highlight real-world applications of knowledge and skills. **Strategy's Expected Result/Impact:** Increase student engagement and motivation by helping them understand the relevance of their education to future opportunities. Broaden student awareness of career options and postsecondary pathways. Foster goal setting and college/career readiness starting in early grades. Strengthen connections between school, families, and community partners. **Staff Responsible for Monitoring:** Parent Liason **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: The campus will host a College and Career Spirit Week designed to immerse students in exploring diverse post-secondary pathways. Throughout the week, students will participate in themed dress-up days and interactive activities that highlight different careers, colleges, and military options. This spirit week will foster enthusiasm, awareness, and excitement about future opportunities in a fun and memorable way.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student awareness of college, career, and military options starting at the elementary level. Cultivate a positive college- and career-going culture on campus. Boost student motivation and goal-setting by connecting learning to future opportunities. Promote family and community engagement through themed activities. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Students and teachers will collaboratively create Dream Boards that visually represent their future aspirations and goals. These boards may include personal ambitions such as careers, educational achievements, travel, and other life milestones. This activity promotes goal setting and personal vision.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Encourage self-reflection and student ownership of future goals. Promote a growth mindset by helping students articulate long-term aspirations. Strengthen student-teacher relationships through meaningful collaboration. Support development of social-emotional learning and future-focused motivation. Visually reinforce a college- and career-ready culture throughout the campus. **Staff Responsible for Monitoring:** Counselor and Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Long's attendance rate was 92.7% for the 2024-2025 school year.   **Root Cause**: Long did not have an effective attendance incentive program and did not have clear systems for truancy tracking and parent notification/conferences.
Problem Statement 2: 14% of parents, 21% of students, and 12% of campus staff expressed concern in the School Quality Survey that discipline was not enforced fairly for all students.   **Root Cause**: Long's discipline enforcement could stem from a combination of systematic, communication, and perceptual issues, such as inconsistent enforcement of discipline policies, lack of transparency, ineffective communication with families, staff, and students, and lack of staff training.
Problem Statement 3: Parents, Teachers, and Students expressed concern in the School Quality Survey that bullying is not addressed with students.   **Root Cause**: Long has failed to implement clear anti-bullying policies and systems of reporting, providing awareness and training for staff, and providing families with updates regarding reports.

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 82% to 85% by the end of 2026.

HB3 Goal

Evaluation Data Sources: Coaching cycle completion reports

Instructional walkthrough and observation data

T-TESS evaluation ratings

Student performance on local and state assessments (STAAR, MAP, mCLASS)

Feedback surveys from teachers on coaching impact

PLC and professional development attendance records

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will attend TLAC sessions and other district-provided professional development opportunities that align with coaching to strengthen their capacity to support teacher growth and positively impact student achievement.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved instructional coaching and feedback delivery, leading to stronger classroom instruction, increased teacher efficacy, and measurable gains in student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, **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 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: The principal will ensure that MCLs and other instructional leaders are consistently closing the coaching cycle. Feedback will not only be delivered but revisited to ensure that implementation and instructional improvements are occurring in real time.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved instructional practice and fidelity to high-leverage strategies, resulting in increased student performance and movement toward meeting grade-level expectations in ELAR, mathematics, and science. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Multi-Classroom Leaders (MCLs), Instructional Coaches **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 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Through weekly PLCs and data meetings, leadership will facilitate the creation of targeted intervention plans that align with Domain 3 indicators, including attendance, special populations, and growth metrics. Plans will be continuously adjusted based on student progress monitoring.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student achievement across all Domain 3 indicators through responsive, data-informed interventions that support academic growth, improved attendance, and accelerated progress for special populations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, MCLs, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Some Progress			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 37% of Monolingual Kinder students met their EOY MAP Reading Growth goal. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 2: 54% of 2nd grade students met their EOY MAP Reading growth goal, including both monolingual and bilingual. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 3: 50% of 3rd-6th grade students met their EOY MAP Science growth goal, including both monolingual and bilingual. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 4: 41% of 3rd grade students scored meets or higher in reading on the 2025 STAAR assessment. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 5: 33% of 3rd grade students scored meets or higher in math on the 2025 STAAR assessment. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 6: 33% of 4th grade students scored meets or higher in reading on the 2025 STAAR assessment. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 7: 30% of 4th grade students scored meets or higher in math on the 2025 STAAR assessment. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 8: 26% of 5th grade students scored meets or higher in reading on the 2025 STAAR assessment. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 9: 35% of 5th grade students scored meets or higher in math on the 2025 STAAR assessment. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.

Problem Statement 10: 15% of 5th grade science students scored meets or higher in science on the 2025 STAAR assessment. **Root Cause**: Lack of effective Tier I instruction and systems to support effective intervention/enrichment for students. A need for refinement of data-driven instruction and plans to change student outcomes.