

# Dr. William Long Elementary



## Campus Improvement Plan 2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved Date: Monday, September 22, 2025

## **Vision**

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

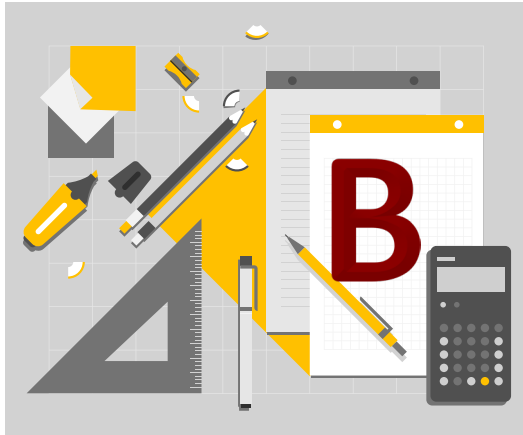
## **Mission**

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	Letter of Part A or B	Letter of Domain I or Domain II	Weight	Weighted Points
Domain I - Student Achievement	73				
Domain II - School Progress: Part A	81	82	82	70%	57.4
Domain II - Relative Performance Part B	82				
Domain III - Closing the Gaps	76			30%	22.8
<b>OVERALL SCORE</b>				<b>80</b>	<b>B</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



**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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 4<sup>th</sup> 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 4<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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. William Long Elementary Team’s mission is to develop and provide the best educational opportunities through an innovative, 21<sup>st</sup> 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

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

## 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:**
  - **Chair** – prepares committee meeting agendas with the assistance of the principal, guide meetings and encourage input from all members
  - **Vice-Chair** – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee
  - **Scribe/Recorder** – prepare and maintain minutes of committee meetings, committee membership roster and bylaws
  - **Facilitator/Timekeeper** – 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				
Domain II - School Progress Part A	81	82	82	70%	57.4
Domain II - Relative Performance Part B	82				
Domain III - Closing the Gaps	76			30%	22.8

<b>OVERALL SCORE</b>	<b>80</b>	
----------------------	-----------	---

## 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
<b>TOTAL TESTS</b>	<b>790</b>	<b>214</b>	<b>27%</b>	<b>576</b>	<b>73%</b>	<b>359</b>	<b>45%</b>	<b>136</b>	<b>17%</b>		
<b>Domain I - Student Achievement Scaled Score</b>										<b>73</b>	
<b>(73 + 45 + 17) ÷ 3 = 45</b>											

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

Annual Growth		2025 STAAR						
		Did Not Meet LOW	Did Not Meet HIGH	Approaches LOW	Approaches HIGH	Meets	Masters	
2024 STAAR	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		2025 STAAR					
			Did Not Meet	Approaches		Meets	Masters	
2024	Did Not Meet	MATH	53		21	5	0	
		RLA	40		18	18	3	
Annual Growth Points Earned					$(125 \times 0) + (50 \times 0.5) + (298 \times 1) = 323$			
Accelerated Growth Points Earned					$(65 \times 0.25) = 16.25$			
# of Total Tests Included in Calculation					473			
Domain II - School Progress Raw Score					$(323 + 16.25) \div 473 = 72$			
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
<b>TOTAL TESTS</b>	<b>790</b>	<b>214</b>	<b>27%</b>	<b>576</b>	<b>73%</b>	<b>359</b>	<b>45%</b>	<b>136</b>	<b>17%</b>		
<b>Domain I - Student Achievement Scaled Score</b> <b>(73 + 45 + 17) ÷ 3 = 45</b>										<b>82</b>	

## 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 Interim	46	39	37	9	24	37.5	30%	11.3
		2028-32 Next Interim	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 Interim	49	44	42					
		2028-32 Next Interim	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 Interim	64	62	61	12	24	50	50%	25
		2028-32 Next Interim	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 Interim	69	68	66					
		2028-32 Next Interim	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 Interim				49	4	4	100	10%	10
	2028-32 Next Interim				51					
	2038 Long Term				55					
	2024				65					
	2025				73					
POINTS EARNED				4						
Student Achievement Domain Score	2025-27 Interim	47	41	40	6	12	50	10%	5	
	2028-32 Next Interim	57	51	50						
	2038 Long Term	77	71	70						
	2024	46	46	45						
	2025	45	45	44						
POINTS EARNED	0	3	3							
<b>Domain III - Closing the Gaps: Raw Score</b>						<b>(11.3 + 25 + 10 + 5) = 51</b>				
<b>Domain III - Closing the Gaps Scaled Score</b>									<b>76</b>	

# 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.

**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.

**Objective 1:** 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	i-Ready reports	Increased student mastery percentages	Weekly review of i-Ready data
Teacher guides and reports	Lessons completed	Improved assessment scores	Teacher observations and anecdotal notes
Data tracking tools	Observation notes	Higher lesson completion rates	Data meetings
Professional development	Data Reports	Reduction in the number of students performing below grade level	Student self-reflections or goal-setting logs
Weekly Reports			

**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

**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%.

**Objective 1:** 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 Launch 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

**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

**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

