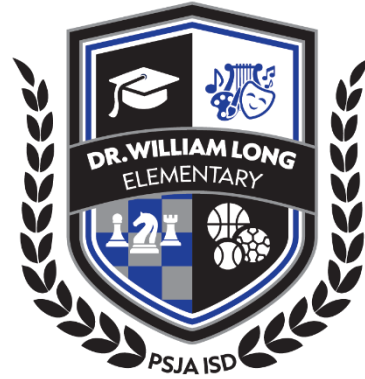




Campus Improvement Plan

Dr. William Long Elementary

2026 - 2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

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Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

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, 21st century proficiency connection that develops our students critical thinking skills and a global perspective on sustainability goals. We aim to create a safe and secure school environment that promotes social and academic growth and to develop an enthusiasm for learning, positive self-image and cross-cultural understanding. We will enable all students to be college ready, college connected and college complete.

School Moto

Knights Finish Strong!

District Strategic Direction



Campus Executive Summary

Demographics:

Dr. William Long Elementary serves students from Pharr, Texas who come from similar backgrounds and way of life.

The student body at Dr. William Long Elementary is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	713	359	354	115	197	9	547	23	539
Percent		50%	50%	16.3%	27.6%	1.26%	76.7%	3.3%	7.6%

With the district's proximity to Mexico, 27% the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Dr. William Long Elementary has been rated a "B" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a 77. In Domain II, School Progress (86), Academic Growth (76) and Relative Performance (86) with an Eco Dis at a 99.1%. And last, Domain III, Closing the Gaps, Dr. William Long Elementary scored an 80.

The overall 2026 Accountability Rating for Dr. William Long Elementary was a score of 84. In grades 3-5, all tested STAAR subjects, 775 tests were administered with 100% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Dr. William Long Elementary offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified elementary school teachers. Many teachers on staff possess Dual/ESL certifications, and master's degrees. Students attending Dr. William Long Elementary can participate in UIL sponsored organizations, choir, and chess. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Annual Goals:

- By the end of the current academic year, student achievement will improve from an average score of 77 (a C grade) to 82, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.
- The percentage of all Early Literacy students that score below Kinder Readiness will increase from 41% to 56%.
- All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instruction.
- Family involvement and interaction with their child's school will increase by 30%.

Campus Performance Objectives Council

Focus Area 1: Effective Teaching & Learning

Name	Role	Name	Role
Heather Contreras	Principal	Isaac Cervantes	Kinder Grade Level Chair
Laura Ochoa	Asst. Principal	Leila Garcia	1 st Grade Level Chair
Erica Rodriguez	Asst. Principal	Linda Cortez	2 nd Grade Level Chair
Susana Barbosa	CLL	Celina Cavazos	3 rd Grade Level Chair
Lisa Gonzalez	Reading Coach	Maria Olvera	4 th Grade Level Chair
Yezenia Ramirez	PK Grade Level Chair	Debra Mendez	5 th Grade Level Chair

Focus Area 2: Student Supports

Name	Role	Name	Role
Heather Contreras	Principal	Isaac Cervantes	Kinder Dual Language Teacher
Laura Ochoa	Asst. Principal	Roxanne Serna	1 st Dual Language Teacher
Erica Rodriguez	Asst. Principal	Nancy Barberena	2nd Dual Language Teacher
Susana Barbosa	CLL	Teresa Martinez	3 rd Dual Language Teacher
Lisa Gonzalez	Reading Coach	Linda Cortez	4 th Dual Language Teacher
Julissa Hinojosa	Diagnostician	Melanie Cortes	5 th Dual Language Teacher
Samantha Garza	Special Ed. Grade Level Chair	Irma Torres	5th Dual Language Teacher
Yezenia Ramirez	PK Dual Language Teacher		

Focus Area 3: Leadership Growth

Name	Role	Name	Role
Heather Contreras	Principal	Erica Rodriguez	Asst. Principal
Laura Ochoa	Asst. Principal	Susana Barbosa	CLL

Focus Area 4: Family & Community Empowerment

Name	Role	Name	Role
Heather Contreras	Principal	Erica Rodriguez	Asst. Principal
Laura Ochoa	Asst. Principal	Susana Barbosa	CLL
Marcia Ramos	Counselor	Cristina Rodriguez	Counselor
Connie Garza	Parent Educator		

Data Sources Reviewed

1. 2025 STAAR Attendance
2. 2026 STAAR Performance
3. 2026 Identification of Schools for Improvement
4. 2025 TELPAS Performance
5. 2026 TELPAS Performance
6. 2025 Kindergarten Readiness
7. Discipline Referrals
8. PEIMS Demographics
9. Walkthroughs Data
10. Parental Involvement Data
11. T-TESS Evaluation/ Teacher Incentive Allotment
15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan

Campus Overall Summary

Texas Education Agency
2026 Accountability Rating Overall Summary
 DR WILLIAM LONG EL (108909124) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

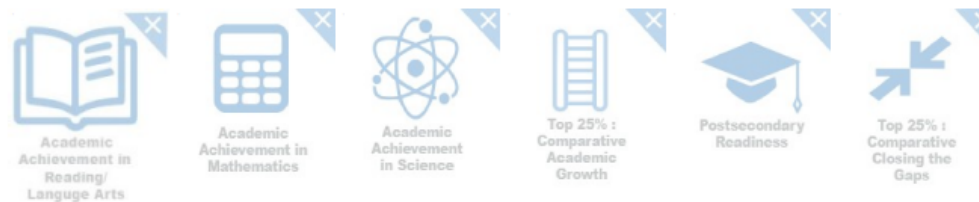
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		84	B	
Student Achievement		77	C	0%
STAAR Performance	49	77		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	70%
Academic Growth	68	76	C	
Relative Performance (Eco Dis: 99.1%)		86	B	✓
Closing the Gaps	60	80	B	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Retrieved on **August 25, 2026** from <https://tinyurl.com/3d97j8uv>

Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 DR WILLIAM LONG EL (108909124) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored) +	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	1	-	-	-	-	-	1	1	1	-	2
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	2	0	3
2025	-	3	-	-	-	-	-	3	3	0	3	3
2026	-	3	-	-	-	-	-	3	3	1	-	3
Academic Achievement Status: Mathematics												
2024	-	0	-	-	-	-	-	3	0	0	3	0
2025	-	0	-	-	-	-	-	0	0	0	3	0
2026	-	3	-	-	-	-	-	3	0	1	-	1
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	0	-	3
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	1	-	-	-	-	-	1	2	3	-	1
2026	-	1	-	-	-	-	-	1	0	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	3	0
2025	-	3	-	-	-	-	-	3	3	0	3	0
2026	-	3	0	-	-	-	-	3	3	0	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									3			

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance

DR WILLIAM LONG EL (108909124) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	325	325	125	-	775	
Approaches GL or Above	252	221	90	-	563	73%
Meets GL or Above	175	149	60	-	384	50%
Masters GL	86	66	23	-	175	23%
Total Percentage Points						146%
Component Score						49

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 DR WILLIAM LONG EL (108909124) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
 * Confidential *

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	73%	72%	100%	100%	59%	62%	38%	100%	74%	67%	27%	-	-	27%
At Meets GL Standard or Above	50%	48%	95%	100%	35%	38%	18%	67%	52%	40%	9%	-	-	9%
At Masters GL Standard	23%	21%	71%	75%	11%	13%	8%	33%	24%	17%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	563	542	21	84	145	163	63	6	471	92	3	-	-	3
At Meets GL Standard or Above	384	364	20	84	85	100	30	4	329	55	1	-	-	1
At Masters GL Standard	175	160	15	63	26	35	14	2	152	23	0	-	-	0
Total Tests	775	754	21	84	245	263	167	6	638	137	11	-	-	11
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	78%	77%	100%	100%	66%	68%	40%	100%	78%	75%	40%	-	-	40%
At Meets GL Standard or Above	54%	53%	100%	100%	40%	42%	17%	67%	55%	47%	0%	-	-	0%
At Masters GL Standard	26%	25%	86%	85%	10%	14%	9%	33%	28%	19%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	252	245	7	33	70	77	28	3	208	44	2	-	-	2
At Meets GL Standard or Above	175	168	7	33	42	48	12	2	147	28	0	-	-	0
At Masters GL Standard	86	80	6	28	11	16	6	1	75	11	0	-	-	0
Total Tests	325	318	7	33	106	113	70	3	266	59	5	-	-	5
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	68%	67%	100%	100%	53%	56%	39%	100%	70%	59%	20%	-	-	20%
At Meets GL Standard or Above	46%	45%	100%	100%	31%	34%	21%	67%	48%	36%	20%	-	-	20%
At Masters GL Standard	20%	19%	86%	70%	10%	12%	10%	33%	21%	17%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	221	214	7	33	56	63	27	3	186	35	1	-	-	1
At Meets GL Standard or Above	149	142	7	33	33	38	15	2	128	21	1	-	-	1
At Masters GL Standard	66	60	6	23	11	13	7	1	56	10	0	-	-	0
Total Tests	325	318	7	33	106	113	70	3	266	59	5	-	-	5
Science														
Percent of Tests														
At Approaches GL Standard or Above	72%	70%	100%	100%	58%	62%	30%	-	73%	68%	0%	-	-	0%
At Meets GL Standard or Above	48%	46%	86%	100%	30%	38%	11%	-	51%	32%	0%	-	-	0%
At Masters GL Standard	18%	17%	43%	67%	12%	16%	4%	-	20%	11%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	90	83	7	18	19	23	8	-	77	13	0	-	-	0
At Meets GL Standard or Above	60	54	6	18	10	14	3	-	54	6	0	-	-	0
At Masters GL Standard	23	20	3	12	4	6	1	-	21	2	0	-	-	0
Total Tests	125	118	7	18	33	37	27	-	106	19	1	-	-	1

School Progress: Academic Growth

Texas Education Agency
2026 Academic Growth

DR WILLIAM LONG EL (108909124) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

✳ Confidential ✳

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	304.5	1	304.50
Accelerated Learning Points Earned	37	0.25	9.25
Sum of Annual Growth plus Accelerated Learning Points			313.75
Total Tests Evaluated			460
Academic Growth Score			68

School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance

DR WILLIAM LONG EL (108909124) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	99.1%	49	86
College, Career, and Military Readiness			
Relative Performance			86

School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps

DR WILLIAM LONG EL (108909124) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	16	24	66.7	30.0%	20.0
Growth Status	12	24	50.0	50.0%	25.0
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					60

2 School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 DR WILLIAM LONG EL (108909124) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Data Table: Additional Groups

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	1		3					
2026 % at Meets GL Standard or Above	54%	53%	100%	100%	40%	42%	17%	67%	55%	47%	0%	-	-	0%
2026 # at Meets GL Standard or Above	175	168	7	33	42	48	12	2	147	28	0	-	-	0
2026 Total Tests (Adjusted)	325	318	7	33	106	113	70	3	266	59	5	-	-	5
2025 % at Meets GL Standard or Above	56%	54%	100%	100%	48%	49%	15%	--	56%	52%	--	-	--	-
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	1	3				0	1		1					
2026 % at Meets GL Standard or Above	46%	45%	100%	100%	31%	34%	21%	67%	48%	36%	20%	-	-	20%
2026 # at Meets GL Standard or Above	149	142	7	33	33	38	15	2	128	21	1	-	-	1
2026 Total Tests (Adjusted)	325	318	7	33	106	113	70	3	266	59	5	-	-	5
2025 % at Meets GL Standard or Above	41%	39%	73%	91%	39%	40%	17%	--	43%	33%	--	-	--	-

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
Academic Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	0		3					
2026 Academic Growth Score	71%	70%	100%	96%	65%	66%	43%	-	73%	64%	75%	-	-	75%
2026 Growth Points	164.00	157.00	7.00	22.00	51.25	56.25	19.75	-	135.25	28.75	2.25	-	-	2.25
2026 Total Tests	230	223	7	23	79	85	46	-	185	45	3	-	-	3
2025 Academic Growth Score	76%	75%	93%	91%	80%	81%	62%	--	77%	71%	--	-	--	-
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	1	1				0	0		0					
2026 Academic Growth Score	65%	64%	100%	91%	48%	51%	51%	-	65%	65%	67%	-	-	67%
2026 Growth Points	149.75	142.75	7.00	21.00	38.25	43.25	23.50	-	121.00	28.75	2.00	-	-	2.00
2026 Total Tests	230	223	7	23	79	85	46	-	186	44	3	-	-	3
2025 Academic Growth Score	64%	63%	84%	83%	66%	67%	58%	--	65%	62%	--	-	--	-
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					3									
2026 TELPAS Progress Rate					40%									
2026 TELPAS Progress					63									
2026 TELPAS Total					159									
2025 TELPAS Progress Rate					55%									

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	0		3					
2026 STAAR Component Score	49	47	89	92	35	38	21	67	50	41	12	-	-	12
2026 % at Approaches GL Standard or Above	73%	72%	100%	100%	59%	62%	38%	100%	74%	67%	27%	-	-	27%
2026 % at Meets GL Standard or Above	50%	48%	95%	100%	35%	38%	18%	67%	52%	40%	9%	-	-	9%
2026 % at Masters GL Standard	23%	21%	71%	75%	11%	13%	8%	33%	24%	17%	0%	-	-	0%
2026 Total Tests	775	754	21	84	245	263	167	6	638	137	11	-	-	11
2025 STAAR Component Score	45	44	78	84	42	42	22	--	46	43	--	-	-	-
Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-	100%
# Participants	338	331	7	34	109	116	75	4	272	66	5	-	-	5
Total Students	338	331	7	34	109	116	75	4	272	66	5	-	-	5
Mathematics														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-	100%
# Participants	338	331	7	34	109	116	75	4	272	66	5	-	-	5
Total Students	338	331	7	34	109	116	75	4	272	66	5	-	-	5

Comprehensive Needs Assessment

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 previously 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 previously 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.

AREA LEADS:



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed: Student Performance****Strengths**

Dr. William Long Elementary provides the teachers 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 with 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.
- 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, 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.

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 2026 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 54%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 53%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 17%.
- Cross curricular writing must be done at all grade levels to increase mastery of ECR and SCR.
- 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 46%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 21%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Annual Goal 1: Student Achievement

By the end of the current academic year, student achievement will improve from an average score of 77 (a C grade) to 82, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

OBJECTIVE 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 50% in June 2026 to 55% by June 2027. (demonstrating a 5% increase)

Strategy 1: Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Develop and Share a Weekly Schedule:**
Create a consistent calendar of internalization sessions and distribute it to all teachers at the beginning of each week.
- **Assign Roles and Materials in Advance:**
Ensure each teacher receives their assigned lesson plans and guiding materials at least 48 hours before the session to allow for adequate preparation.
- **Facilitate Collaborative Planning and Feedback:**
Use each session to collaboratively walk through lesson objectives, anticipate student misunderstandings, and provide space for peer feedback and refinement

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Professional Development from outside campus personnel • Support from Regional ESC	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Create a Walkthrough Schedule and Rotation Plan:**

Develop a weekly or bi-weekly calendar that ensures all instructional areas are observed regularly, with leadership team members rotating to provide diverse perspectives.

- **Use a Standardized Walkthrough Tool:**

Implement a consistent observation form aligned to curriculum expectations (e.g., lesson objectives, instructional strategies, student engagement) to collect meaningful data.

- **Debrief and Provide Timely Feedback:**

After each walkthrough, hold brief debrief sessions to identify trends and immediately share actionable feedback with teachers to support instructional improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation • Feedback Forms •Lesson Plans •Calibration training for administration •Book study on Leverage Leadership 2.0 by Paul Bambrick-Santoy	•Walkthrough documents •Feedback forms	•HB8 BOY to HB8 MOY scores show increases in student achievement and student performance growth	•Formative assessments •HB8 Assessments •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 3: Providing tiers 2 and 3 students with tutorials to enhance the learning and close the gaps.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use Data-Driven Grouping and Scheduling
- Schedule tutorials during built-in intervention blocks, before/after school, or during lunch to minimize disruption to core instruction.
- Train and Support Intervention Staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Reading By Design •I-Ready •Scholastic •Forde Ferrier •Lead4ward training	•Training Agenda •Collaborative Learning Community Meetings •Tutorial lesson plans •Attendance sheets	•HB8 BOY to HB8 MOY scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •HB8 assessments •STAAR/TELPAS •Results Driven Accountability •I-Ready

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

OBJECTIVE 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 78% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

Strategy 1: Monitor all students' progress on a biweekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

• **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

• **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

• **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions on going • Saturday Enrichment Camp Academies • Sci Tech program to enhance vocabulary of content	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Monitor all student progress on a weekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Use Progress Monitoring to Drive Goal Setting and Student Ownership**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- Set individual academic progress goals for every student, using STAAR progress targets as benchmarks.
- Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- Hold regular student-teacher conferences to discuss growth and make adjustments to learning strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Student trackers provided by the district.	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Childhood**

The percentage of all Early Literacy students that score below Kinder Readiness will increase from 41% to 56%.

OBJECTIVE 1: Increase the percentage of Early Literacy students scoring **below Kinder Readiness** from 41% to 56% by the end of the academic year, demonstrating a **15% increase** through targeted instruction, early interventions, and consistent progress monitoring.

Strategy 1: Small group implementation to target students

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Implement Tiered Literacy Instruction Using Small Group Rotations:**
Use diagnostic assessments to group students based on specific literacy skill gaps (phonemic awareness, letter recognition, etc.).
- **Develop and Schedule Daily Small Group Rotations:**
Plan engaging, skill-focused lessons aligned to Kinder Readiness standards.
- **Monitor Progress and Document Growth:**
Maintain a data tracker to record student performance and instructional focus.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • TPR/Tejas LEE • KPM Kinder Readiness • SAAVAS	• Lion/Leon Reports • TPR/Tejas LEE • KPM Kinder Readiness • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Provide Targeted Early Interventions for At-Risk Students**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **Provide Targeted Early Interventions for At-Risk Students:**
Use research-based intervention programs tailored to each student's area of need.
- **Identify At-Risk Students Using Early Literacy Screeners:**
Administer baseline assessments within the first 4 weeks of school.
- **Monitor Progress and Adjust Interventions as Needed:**
Conduct bi-weekly progress monitoring using quick, targeted assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • TPR/Tejas LEE • KPM Kinder Readiness • SAAVAS	• Lion/Leon Reports • TPRI/Tejas LEE Reports • KPM Kinder Readiness • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Engage Families Through Literacy-Focused Home Learning**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **Host Monthly Family Literacy Nights:**

Organize interactive workshops where families learn simple literacy strategies

- **Distribute Literacy Take-Home Kits:**

Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.

- **Communicate Weekly Literacy Tips via Digital Platforms:**

Use tools like ClassDojo or school newsletters to share weekly reading tips.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • TPR/Tejas LEE • KPM Kinder Readiness • SAAVAS	• Lion/Leon Reports • TPRI/Tejas LEE Reports • KPM Kinder Readiness Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Childhood**

OBJECTIVE 2: By the end of the school year, **80% of early childhood students** will demonstrate growth in foundational reading fluency skills — including **letter naming, phonological awareness, and oral language expression** — as measured by developmentally appropriate assessments.

Strategy 1: Implement Daily Phonological Awareness Activities

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Plan Weekly Skill Focus and Daily Mini-Lessons:**

Use consistent routines (e.g., “sound of the day,” chant, or interactive chart) to reinforce repetition.

- **Integrate Spiral Review into Daily Literacy Routines:**

Use a skill progression chart to guide instruction and ensure students revisit and build on prior knowledge.

- **Reinforce Skills Across Centers and Small Groups:**

Design literacy centers and small group activities that match the weekly skill focus using hands-on materials (e.g., picture sorts, matching cards, letter tiles).

Resources		Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • TPR/Tejas LEE • KPM Kinder Readiness • SAAVAS	• Lion/Leon Reports • TPRI/Tejas LEE Reports • KPM Kinder Readiness Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports		• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning

Strategy 2: Build letter recognition and sound association through targeted instruction

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- 1) **Conduct Ongoing Letter-Sound Assessments to Group Students by Skill Level:**
Update data every 4–6 weeks to ensure instruction stays responsive to student growth.
- 2) **Deliver Daily, Small Group or Individualized Letter-Sound Instruction:**
Deliver Daily, Small Group or Individualized Letter-Sound Instruction
- 3) **Reinforce Letter-Sound Connections Through Literacy Centers and Play:**
Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

Resources		Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon• Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • IPads • Heggerty • TPR/Tejas LEE • KPM Kinder Readiness • SAAVAS	• Lion/Leon Reports • TPRI/Tejas LEE Reports • KPM Kinder Readiness Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports		• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Increase Oral Language Opportunities Through Interactive Read-Alouds**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- 1) **Develop oral language expression and vocabulary**
Use open-ended questions to encourage student talk (e.g., “What do you think will happen next?”).
- 2) **Plan and Conduct Daily Interactive Read-Alouds with Rich Vocabulary:**
Use expression, gestures, and visual supports to model fluent oral language and support comprehension.
- 3) **Extend the Read-Aloud with Retelling and Oral Storytelling Activities:**
Provide opportunities for students to create their own oral stories or endings using pictures or storyboards.

Resources		Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • TPR/Tejas LEE • KPM Kinder Readiness • SAAVAS	• Lion/Leon Reports • TPRI/Tejas LEE Reports • KPM Kinder Readiness Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports		• Formative assessments • Progress Monitoring • Results Driven Accountability

AREA LEADS:



GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance

Strengths

Dr. William Long Elementary provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district's 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 with 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.
- 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, 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.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a district-wide challenge and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics.

- EB students show a noticeable **drops in performance mathematics** from 2025 to 2026 across **Approaches & Meets levels**.
- Masters levels for SPED students are consistently in single digits in 2026:
 - 3rd Reading: 4%
 - 5th Math 4%
 - 5th Reading 4%
 - 5th Science 0%

Decline in Approaches and Meets

For example, 5th grade Math

- 2025: 51% App / 28% Meets / 11% Masters
- 2026: 33% App / 11% Meets / 4% Masters
- Drastic drop in all levels, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. Professional development for intentional internalization and teaching of math and reading must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 46%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 21%.

Goal Area 2: Student Supports

Annual Goal 2: School Progress

By May 2027, Dr. William Long Elementary will increase overall student progress by improving performance among special populations.

OBJECTIVE 1: Implement targeted language acquisition for English Learners (ELs), aligned with TELPAS domains and best instructional practices.

Strategy 1: The teacher will provide and use sentence stems & frames to support academic language.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Embed Stems in Daily Content Objectives & Tasks:**
Display sentence stems alongside your learning objective or essential question.
- **Use Partner or Group Talk with Scaffolded Prompts:**
During collaborative activities (like Think-Pair-Share or group discussions), assign stems to guide student responses.
- **Create a Classroom Language Wall or Toolkit:**
Build an interactive display or provide student folders with categorized sentence stems (e.g., for compare/contrast, summarize, justify, analyze).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS prompts • District Professional Development on ELPS	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • District visits from specialists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

Strategy 2: The teacher will integrate visuals and realia with vocabulary instruction.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Pre-Teach Vocabulary with Visual Supports:**

Before introducing new content, select key academic vocabulary and pair each word with a **picture, diagram, or gesture**.

- **Use Realia and Hands-On Materials During Instruction:**

Bring in **real objects** or **manipulatives** related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).

- **Create Visual Word Walls or Interactive Vocabulary Journals:**

Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., “A ___ is used to ___.”)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • SciTech program • Technology usage to enhance 4 domains • District Professional Development on ELPS	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

Strategy 3: The teacher will **incorporate structured collaborative conversations.**

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Establish and Teach Conversation Norms & Roles:**

Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like *Speaker, Listener, Questioner, or Recorder.*)

- **Use Sentence Stems and Conversation Prompts:**

Provide students with sentence starters to guide academic discussion.

- **Implement Consistent Routines like Think-Pair-Share or Socratic Circles:**

Build collaborative talk into daily instruction with routines such as:

- Think-Pair-Share: Students think individually, share with a partner, then with the group.
- Socratic Circles: Structured peer-led discussions around a text or topic.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Fluency checks	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

OBJECTIVE 2: Implement individualized intervention plans aligned to each student’s IEP, with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Select and Implement Appropriate Tools Based on Goal Type and Skill Area:**

Choose reliable progress monitoring tools that directly align with each student’s IEP goals in areas like reading, math, or writing.

- **Establish a Biweekly or Monthly Progress Monitoring Schedule:**

Follow district schedule for administering short assessments or collecting data samples to help track growth trends, identify areas of concern early, and keep students on track toward their interim goals.

- **Record and Analyze Data to Adjust Instruction as Needed**

Document data in an organized system and review results regularly to inform instructional changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • SuccessED • DMAC	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 2:** Hold Collaborative Data Review Meetings Each Quarter**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Schedule Quarterly Meetings and Invite Key Stakeholders:**

Set dates at the beginning of the year for data review meetings and invite all relevant staff—Special Education teachers, general education teachers, interventionists, and administrators.

- **Prepare and Share Student Data in Advance:**

Compile progress monitoring data, IEP goal updates, and classroom performance records ahead of the meeting. Use a standardized template for consistency.

- **Develop and Document Action Plans Based on Data:**

During the meeting, identify students who are on track and those who need instructional adjustments. Create specific next steps and assign responsibilities. Instruction is adjusted in a timely, targeted way, and all team members understand their roles in supporting student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • Reading by Design • TXRL • monitoring system • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 3:** Conduct Regular IEP-Driven Small Group or 1:1 Instruction**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Create an Instructional Schedule Based on Student IEP Service Minutes:**

Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.

- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**

Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)

- **Track Student Participation and Progress After Each Session:**

Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Reading by Design • SuccessEd program • professional development on tier 2/3 instructions	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

AREA LEADS:



GOAL AREA 3: Leadership Growth

Areas Reviewed: Student Performance

Strengths

Dr. William Long Elementary provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district's 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 with 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.
- 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, 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.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a district-wide challenge and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics.

- EB students show a noticeable **drops in performance mathematics** from 2025 to 2026 across **Approaches & Meets levels**.
- Masters levels for SPED students are consistently in single digits in 2026:
 - 3rd Reading: 4%
 - 5th Math 4%
 - 5th Reading 4%
 - 5th Science 0%
- **Decline in Approaches and Meets**
- For example, 5th grade Math
 - 2025: 51% App / 28% Meets / 11% Masters
 - 2026: 33% App / 11% Meets / 4% Masters
- Drastic drop in all levels, suggesting a need for **urgent Tier 2 and Tier 3 interventions**.
- Professional development for intentional internalization and teaching of math and reading must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 46%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 21%.

Goal Area 3: Leadership Growth

Annual Goal 3: All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction

OBJECTIVE 1: By the end of each instructional week, 100% of teachers will submit weekly lesson plans that include clear learning objectives, differentiated activities, and aligned formative assessments, ensuring instructional time is purposeful and standards-based.

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Develop and share a consistent lesson plan template that includes required components: learning objectives, differentiation strategies, and formative assessments.
- Include embedded prompts/examples to guide teachers in completing each section effectively.
- Offer training at the beginning of the year and refresher sessions as needed.
- Attend weekly lesson internalization with admin and CLL every Thursday for reading & math.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • district lesson plans templates • Google drive folders • technology tool to revise, create, and edit lesson plans	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • annotated lesson plans using technology	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • progress and report cards	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Establish dedicated **CLC (Collaborative Learning Community)** or common planning time for teams to collaborate on lesson planning. Provide diverse perspectives.
- Assign an **instructional coach or team leads** to review, support, and provide feedback before plans are submitted.
- Use these sessions to align on pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation • Feedback Forms •Lesson Plans • annotated lesson plans using technology	•Walkthrough documents	•HB8 BOY and HB8 MOY scores show increases in student achievement and student performance growth	•Formative assessments • HB8 assessments •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Monitor and Provide Timely Feedback

Timeline: September 2026– May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Create a system for **weekly review of submitted plans** using a simple rubric or checklist.
- Provide timely feedback (within 48 hours), highlighting strengths and suggesting improvements.
- Recognize and share exemplar lesson plans in team meetings or newsletters to build capacity and celebrate quality planning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings	• HB8 BOY and HB8 MOY scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • HB8 assessments • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 3: Leadership Growth

OBJECTIVE 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by May 2027.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

Timeline: September 2026– May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Analyze evaluation trends (e.g., T-TESS domains) to identify common areas of growth across staff.
- Create personalized professional development plans aligned to evaluation feedback.
- Offer coaching cycles, model lessons, and peer observations tied to growth areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • campus instructional rounds	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • peer to peer observations	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • HB8 assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use evaluation system data to identify traits and competencies of high-performing teachers.
- Design interview protocols that assess those same competencies.
- Involve high-performing teachers in the recruitment process to attract quality candidates and build leadership.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • TIA designated teachers • On going professional development	• Walkthrough documents • peer to peer observations • summative evaluations	• HB8 BOY and HB8 MOY scores show increases in student achievement and student performance growth	• Formative assessments • HB8 assessments • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).
- Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).
- Conduct mid-year check-ins to discuss evaluation progress and career development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • TIA designated teachers • Banners for recognition for classrooms • Year- at- a- Glance, • Weekly Lessons • District wide contest • TEEMS platform for evaluations • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings • shout out wall	• HB8 BOY and HB8 MOY scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • HB8 assessments • STAAR/TELPAS • Results Driven Accountability • I-Ready

AREA LEADS:



GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

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- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 21%.

Goal Area 4: Family Community

Annual Goal 4: Family involvement and interaction with their child’s school will increase by 30%.

OBJECTIVE 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: School administration, grade level teachers, Counselors, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Design a monthly calendar:**

Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, TELPAS Night, Curriculum Night)

- **Collaboration with Staff and Community Partners:**

Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.

- **Promote Events and Encourage Participation:**

Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselors • Grade level teachers • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 2: Offer mini workshops for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration and enhancing academic support at home.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, grade level teachers, Counselors, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Identify Key Workshop Topics Through Family Input:**

Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.

- **Schedule and Promote Monthly Parent Workshops:**

Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.

- **Send Home Resources for Continued Support:**

After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselors • Grade level teachers • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat - One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 3: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, grade level teachers, Counselors, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Plan Culturally Inclusive Events That Reflect the School Community:**
Host family-centered celebrations such as a **Fall Festival**, **Posada**, and **Christmas Play**, incorporating traditions, food, and customs from the school's diverse cultures.
- **Showcase Student Talent and Cultural Expression:**
Integrate student-led performances into each event and display art projects that reflect family traditions.
- **Create Opportunities for Family Participation and Leadership:**
Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselors • Grade level teachers • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2026–2027 school year, the campus will **increase and maintain an average daily student attendance rate of 95% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: School administration, grade level teachers, Counselors, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Launch a Family & Community Attendance Awareness Campaign**

Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.

- **Implement an Early Intervention & Support System**

Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.

- **Celebrate and Recognize Attendance Milestones**

Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to **promote the value of daily attendance**, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, grade level teachers, Counselors, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Family Nights:**
Host family nights focus on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.
- **Communication Plan:**
Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.
- **Attendance Ambassadors program:**
This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Attendance Data Tracking:**

Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.

- **Weekly data:**

Review attendance data weekly to flag students below 95%.

- **Intervention Plans:**

Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Grade level trophies • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is our Campus Policy?	At Dr. William Long Elementary campus we are committed to our vision: Students at Dr. William Long Elementary will become excellent readers, problem solvers, critical thinkers, self-motivated, and well-disciplined. This will be achieved by working collaboratively, setting high expectations, and by providing a student-centered environment. We are a family in our school district; we strive to provide high-quality individualized connections for each student by developing and maintaining relationships with families and the community. By participating in the Title I, Part A State Program, we can communicate with our families and allow them the opportunity to work as a team with us. This program provides funding for all PSJA Schools. Using the Texas Education Agency and the United States Department of Education layout, we can meet expectations and focus on academic achievement for all students.
Dr. William Long Elementary Vision and Mission	Every Dr. William Long Elementary student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity. 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 a 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.
Funding	Title I funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data. All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's needs.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office

	This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
School Family Meetings	In addition to Title I meetings, Dr. William Long Elementary conducts family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home-school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child’s education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, Dr. William Long Elementary holds two Title I Meetings on different days and times. Parent Educators plan and lead these sessions, reviewing all Title I components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update School- Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
How to Be Involved at the School	Parents are invited to become parent volunteers by completing volunteer forms and attending an orientation. They, along with parents that are not volunteers, are invited to family training and activities. A variety of media tools are used to invite parents to meetings including not limited to personal phone calls, class dojo, mass messenger, personal invite, etc.
School Family Trainings/ Activities	Family trainings are opportunities for family members to learn new knowledge and skills from other parents, community members and education. Participation in these training and school events empowers families to support their children's learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August/September 2026 and March 2027} • Academic Curriculum Nights (September 2026- May 2027) • Scholastics Book Fair (Fall 2026 and Spring 2027) • Grandparents Day (September 2026) • Forestry Beautifying Grant (September 2026)

	• McTeacher Night (Fall 2026) • Parent- Teacher Conferences (All grade Levels- September 2026- May 2027) • Halloween Trunk/Treat Family Night (October 2026 @ Stadium) • Storybook Character Pumpkin Contest (October 2026) • Red Ribbon Week Poster Contest (October 2026) • Red Ribbon Parade (October 2026 @ Main Street in Alamo, Texas, Saturday Morning) • Fall Festival (October 2026) • Breast Cancer Awareness Pumpkin Drive with Texas Oncology Center (October 2026) • Can Food Drive (November 2026) • Dr. William Long Day Celebration/ Commemoration (November 2026) • National Parent Involvement Day (November 2026) • Veterans Day Program (November 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Programs for PK3 – Kinder (December 2026) • Christmas Posada Family Event (December 2026 @ PSJA Stadium Evening Event) • Early Childhood Christmas Program (December 2026) • Blue Santa Gift Drive (December 2026) • Peter Piper Nights (September 2026- June 2027) • Family Literacy Nights (September 2026- June 2027) • Teacher Appreciation Week/ Donations (May 2027) • Mother’s Day Program (May 2027) • Kindergarten Book Signing (May 2027) • Kinder and 5th grade Graduations (May 2027 @ PSJA North) • Dual Language 5th grade Ceremony (May 2027) • EOY Student Awards (May 2027) • Father’s Day Program (May 2027) • PSJA Summer Reads (June 2026- August 2027)
Curriculum	At Dr. William Long Elementary we utilize high-quality curriculums that support student success. • TEKS (Texas Essential Knowledge and Skills) Resource System • SAVVAS Reading • Magnetic Phonics • Mosaico Phonics • Bluebonnet Math • Age of Learning • Summit K-12 • Beanstack

	• I- Ready • Blended Learning			
Forms of Academic Assessments	At Dr. William Long Elementary has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via an assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Dr. William Long Elementary tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth. Computerized reports are provided for each teacher to track student data.			
Ways to Request regular meetings	Dr. William Long Elementary values open communication and welcome every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Dr. William Long Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child teacher at another time, they can come by the school, email, or call the campus. Dr. Wiliam Long Elementary welcomes any ideas, feedback and/ or concerns; we value each family in our school district			
School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	• Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student • Implement lessons and activities aligned with sustainability goals. • Offer parents multiple opportunities to volunteer at any	• Provide a dedicated learning space at home for studying, completing homework, and using technology. • Support their child's learning through ongoing dialogue, homework assistance, and active listening. • Attend parent meetings where	• Be open to new ideas and learn from others. • Attend school daily and be punctual. • Behave responsibly and follow all school rules. • Always strive to improve academically and personally. • Work collaboratively with others to enhance	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: • The PSJA District Website, Parent Website, and Campus Websites • Parent–Teacher conferences and phone calls • Monthly parent

	district campus or parent literacy site. • Allow parents to participate in academic and extracurricular decisions affecting their children. • Engage parents through varied family engagement activities: • Implement team-oriented sessions offering literacy strategies for all parents. • Host meetings covering a variety of relevant topics.	educational and extracurricular decisions are discussed. • Collaborate with other parents and school staff, maintaining an open mindset, and being receptive to new ideas.	learning experiences. • Treat others with respect and dignity. • Ask for help when support is needed in learning.	meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families • Progress Reports every three weeks • Report Cards every six weeks
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We value each parent and guardian in our school district. Thank you for being an important part of our Dr. William Long Elementary Family!

This policy is also available in Spanish. (Esta política también está disponible en español.)

2026-2027 Programa de Participación de Padres y Familias (PFE)

¿En que Consiste?	La escuela de Dr. William Long Elementary está comprometida con nuestra visión: Cada estudiante de Dr. William Long Elementary se convertirán en excelentes lectores, solucionadores de problemas, pensadores críticos, automotivados y disciplinados. Esto se logrará trabajando en colaboración, estableciendo altas expectativas y proporcionando un entorno centrado en el estudiante. Como familia de PSJA, nos esforzamos en proporcionar una educación de alta calidad individualizada para cada estudiante mediante el desarrollo y el mantenimiento de relaciones con las familias y la comunidad. El programa estatal de Título 1, Parte A provee los fondos a las escuelas de bajo nivel socioeconómico. Esto nos permite cumplir con las expectativas que nos requiere la Agencia de Educación del Estado de Texas y el Departamento de Educación de los Estados Unidos.
Vision y Mision de Dr. William Long Elementary	Cada estudiante de Dr. Willilam Long Elementary está preparado para participar, competir y sobresalir en una sociedad global que fomente la prosperidad multigeneracional. Como lideres educativos, el equipo de PSJA está comprometido y capacitado para vincular a todos los estudiantes con una instrucción innovadora, instalaciones de calidad, tecnología, habilidades y apoyo socioemocional, dando prioridad a la salud y la seguridad para todos, desde la infancia hasta la carrera que ellos elijan. Como familia de PSJA, nos basamos en nuestro legado de excelencia académica, universidad de prestigio, preparación para la carrera universitaria, educación bilingüe, programas extracurriculares, y nuestro patrimonio multicultural para asegurar que cada estudiante obtenga las experiencias y los recursos necesarios para lograr los más altos niveles de éxito académico y profesional.
Fondos	Se asignarán fondos de Título 1 para el programa de participación de padres y familias. Los programas, y actividades y procedimientos serán planeados el implementados con una consulta significativa con los padres de los niños participantes.
Revisión	Todo uso de fondos y actividades puede ser revisado si es requerido, para garantizar que satisfacen las necesidades del programa de los padres.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica

	Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones entre la escuela y las familias	Reuniones de padres ofrecen a la escuela y a la familia la oportunidad de comunicar información esencial. Estas reuniones se llevan a cabo mensualmente. En agosto, el personal de la escuela se reúne con el educador de padres y los padres voluntarios para discutir la importancia de la unidad familiar y los requisitos del programa de Título 1. Se organiza una reunión en la cual se da capacitación a los maestros y otros miembros del personal sobre el valor y la importancia de las contribuciones de los padres/familias, y en cómo llegar a trabajar y comunicarse con los padres y las familias como socios iguales. En septiembre, deben celebrarse dos reuniones de Título 1 por escuela en día y horario diferente. En el semestre de otoño, los padres se reúnen para dar su opinión sobre la política de la escuela. Los educadores de padres organizan las reuniones y repasan con los padres todos los componentes de Título 1. Asimismo, en el transcurso del ciclo escolar se lleva a cabo reuniones para revisar la política de la escuela, el pacto escolar, y el plan de mejoramiento de la escuela. Es fundamental que los educadores de padres planifiquen reuniones y las cuales desarrollen, evalúen y revisen oportunamente la documentación de Título 1.
?Cómo Participar en las escuelas?	Se invita a los padres de familia a participar como padres voluntarios en las escuelas mediante la inscripción de formularios de voluntario y una orientación. Todos los padres aun no siendo voluntarios en la escuela, están invitados a participar en un entrenamiento y actividades familiares. Para invitar a los padres a las reuniones se utilizan diversas medidas de comunicación, como ejemplo: llamadas telefónicas, aplicaciones como “class dojo”, mensajería masiva, invitaciones, etc.
Entrenamientos/ Actividades para la escuela y la familia en Dr. William Long Elementary	- Noche de conocer al maestro y open house (agosto de 2026 y marzo del 2027) - Noche curriculares de PK-5to grado (agosto del 2026- mayo del 2027) - Scholastics Book Fair (otoño 2026- primavera 2027) - Sesiones de Cafe con consejeros (septiembre 2026- mayo 2027) - Día De los Abuelos (septiembre 2026) - Subvención para Embellecimiento Forestal (septiembre del 2026) - Noche de McTeacher (otoño 2026) - Conferencias educativas para padres y maestros (todos los grados, agosto del 2026 a mayo del 2027) - Noche familiar de Halloween en el distrito (octubre del 2026) - Festival de Otoño (octubre del 2026) - Storybook Character Pumpkin Contest (octubre del 2026) - Concurso de Desfile del Liston Rojo (octubre del 2026) - Desfile del Liston Rojo (octubre del 2026) - Concientización de Cáncer de Mama con el Centro de Texas Oncología (octubre del 2026)

	• Campaña de comida enlatada (noviembre del 2026) • Celebración de Dr. William Long (noviembre del 2026) • Día Nacional de la participación de los Padres (noviembre del 2026) • Ceremonia del día de los Veteranos (noviembre del 2026) • Evento Familiar de Posada Navideña en el distrito (diciembre del 2026) • Evento escolar de Posada Navideña (diciembre del 2026) • Bailes Navideños Escolares (diciembre del 2026) • Colecta de Juguetes Navideños (diciembre del 2026) • Noche de familia en Peter Piper Pizza (septiembre del 2026- junio del 2027) • Semana de apreciación del maestro (mayo del 2027) • Programas del día de la madre (mayo del 2027) • Firma de autógrafos de kindergarten (mayo del 2027) • Graduaciones de Kinder y 5to grado (mayo del 2027) • Ceremonia del Programa Dual de 5to grado (mayo del 2027) • Premios del fin de año (mayo del 2027) • Programa del día del Padre (mayo del 2027) • PSJA Summer Reads (junio del 2026-agosto del 2027)
Programa de estudios	En Dr. William Long Elementary usamos estos programas de estudios que utilizan las maestras con los estudiantes. • TEKS (Texas Essential Knowledge and Skills) Resource System • SAVAAS Reading • Magnetic Phonics • Mosaico Phonics • Bluebonnet Math • Age of Learning Reading and Math • Summit K-12 • Beanstack • I-Ready • Blended Learning
Modelos de Evaluación Académica	En Dr. William Long Elementary, cada plantel tiene evaluaciones formativas que cada maestro proporciona. Cada niño es evaluado mediante evaluaciones proporcionadas para TEKS Sistema de Recursos que son modelados de cada evaluación después de que el Estado de Texas Evaluaciones de preparación académica de STAAR (Estado de Texas Evaluaciones de Preparación académica) (Estado de Texas Evaluaciones de Preparación académica) prueba. Pruebas STAAR anteriores se utilizan para la evaluación y la instrucción y otros planes de estudio.
Niveles esperados en las evaluaciones académicas	Las normas de evaluación del Estado pueden consultarse en este sitio web: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Dr. William Long Elementary realiza un seguimiento al progreso de cada niño a lo largo del año mediante las evaluaciones locales mencionadas

	anteriormente. Cada niño tiene un portfolio/carpeta donde el maestro le ayuda a seguir el crecimiento de su propio aprendizaje. Los maestros también disponen de informes para computadora para hacen un seguimiento de los avances de los alumnos.			
Formas de solicitar reuniones periódicas	Nuestro distrito escolar les da bienvenida a todas las familias en cada escuela. Los padres pueden aportar sugerencias, ideas o preocupaciones a las reuniones mensuales. Si algún padre/tutor desea reunirse con un administrador o el maestro de su hijo en otro momento, puede pasar a la escuela, enviar un correo electrónico o llamar al plantel. Dr. Wiliam Long Elementary agradece cualquier idea, comentario y/o preocupación; valoramos a cada familia en nuestro distrito escolar.			
Apoyo Adicional para los Padres y las Familias	Dr. William Long Elementary reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	- Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. - Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). - Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres.	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	- Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. - Reportes de progreso cada tres semanas. - Boletas de calificaciones cada

	- Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.			seis semanas.
Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA! Esta política también está disponible en inglés.				