

Lamar Consolidated Independent School District

Jane Long Elementary

2024-2025 Campus Improvement Plan



Mission Statement

"Our mission is to foster an innovative learning environment where high expectations inspire students to embrace risk-taking and creativity. We are committed to cultivating a safe space that nurtures personal and academic growth, empowering students to become lifelong learners and productive citizens prepared to thrive in a rapidly changing world."

Vision

At Jane Long, our vision is to foster a nurturing environment where every child builds positive, meaningful relationships and develops into critical thinker and empathetic, solution-focused individual. We are dedicated to cultivating productive citizens who contribute positively to their communities and the world, guiding each student to their fullest potential with compassion and purpose.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: By May 2025, at least 70% of K-2 students will score at the on or above level on MAP Reading Fluency. The percent of 3rd-5th grade students that score meets grade level or above on the STAAR (Reading, Math, Science) assessments will increase by 7%.	13
Goal 2: The goal for this school year is to reduce the number of students requiring a protocol packet by 10% over the upcoming school year.	34
Goal 3: Highly effective professional learning communities will utilized as a vehicle for examining the campus and individual student progress. As a result, intervention opportunities for students receiving special education services will be targeted in more focused ways which will result in a 10% decrease in special education failures.	41
Goal 4: Long Elementary will continue to build a positive school culture that is aligned to the vision, mission and goals of the campus. As a result, there will be a 10% increase in the overall quality rating of an A or B of the school on the student, parent and staff climate survey.	49
State Compensatory	54

Budget for Jane Long Elementary	54
Title I Personnel	55
Site Based Decision Making Committee	56
Campus Funding Summary	57

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Jane Long Elementary is a school in Lamar Consolidated Independent School District located in the heart of Richmond, Texas. We believe that all students are unique and will be successful. Jane Long Elementary commits to guiding ALL students towards academic excellence. To reach this goal, our school community partnership will provide a student centered instructional program within a safe, an innovative environment. Together, we will create and maintain a collaborative environment for high expectations and continuous growth.

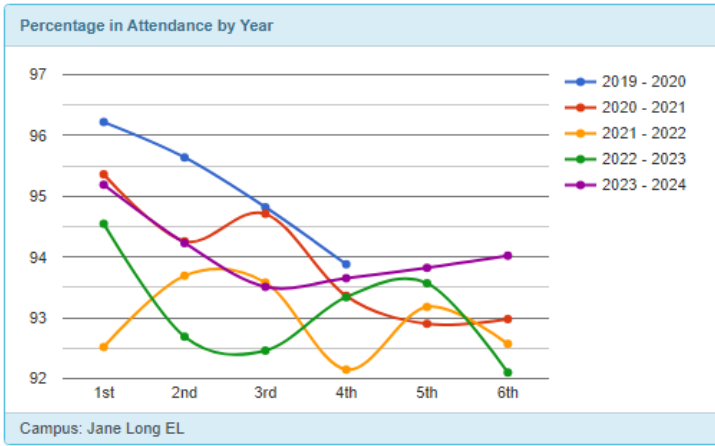
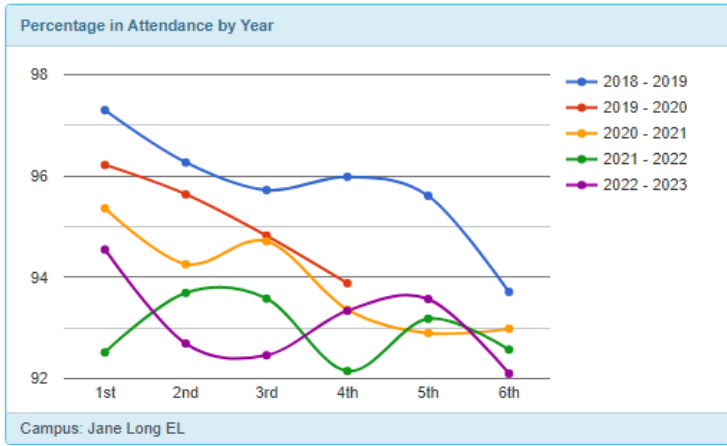
Who do we serve?

Our school provides educational services for kindergarten through fifth grade students. Our special programs include ECSE, SESC, GT and Bilingual/ESL students.

Gender		
Female	265	47.58%
Male	292	52.42%
<hr/>		
Ethnicity		
Hispanic-Latino	352	63.20%
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Race		
American Indian - Alaskan Native	1	0.18%
Asian	7	1.26%
Black - African American	146	26.21%
Native Hawaiian - Pacific Islander	2	0.36%
White	40	7.18%
Two-or-More	9	1.62%

Yearly attendance rate average:

2022-23	2023-24
96.5%	96.48%



Grade Level Percentages:

Grade level	Number of students	Percentages
Kindergarten	86	15.44%
First Grade	82	14.72%
Second Grade	101	18.13%
Third Grade	93	16.70%
Fourth Grade	91	16.34%
Fifth Grade	94	16.88%

Demographics Strengths

Demographics Strengths

The strengths of Jane Long Elementary lie in the rich traditions and commitment to student growth. We strive to promote a collaborative school environment that is based off of high expectations for ALL students. This goal is facilitated with an emphasis placed on professional development and instructional leadership. Jane Long's demographics offer an opportunity for growth and enrichment in our academic programs.

Jane Long has 2 campus administrators, 39 professional educators, and 9 paraprofessionals, 3 instructional coaches, 1 emergent bilingual specialist, 1 dyslexia specialist, 1 counselor who also serves as the campus testing and 504 coordinator.

The campus serves approximately 453 students. Our attendance goal is 95% or higher.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special education and at risk students are not performing as well as their peers. **Root Cause:** We have a mobility rate of 19% which presents a challenge when attempting to provide consistent instruction and intervention.

Student Learning

Student Learning Summary

2024 Accountability Ratings Overall Summary				
<p>The Texas Education Agency (TEA) has now released the final 2024 Accountability Manual with the official A-F methodology for 2023-2024.</p> <p>On Data Suite has updated the A-F calculations to align with the finalized approach. Please review the A-F update log for specifics on changes made. The current reports can reliably indicate expected A-F ratings, though final official ratings will be released in the fall of 2024.</p>				
Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted
(079901105) - Jane Long EL				
Student Achievement	69		73	70%
School Progress, Part A	70	73		
School Progress, Part B	73			
Closing the Gaps	70			30%
<p>* If a scaled score less than 60 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score is applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. If the Student Achievement domain scaled score is 60 or higher, this provision will not be applied. This provision is not applied to a dropout recovery school.</p> <p>** If a scaled score less than 70 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score is applied, the district, open-enrollment charter school, or campus must be evaluated in all four areas. This provision is not applied to a dropout recovery school. If the Student Achievement domain scaled score is 70 or higher, this provision will not be applied.</p>				

Student Learning Summary

23-24 GRA data

Grade Level	Below Level	On or above level
Kindergarten	39%	62%
First Grade	44%	56%
Second Grade	23%	77%

23-24 3rd-5th grade STAAR data

Test Summary	Approaches	Meets	Masters
3rd-5th grade Reading Language Arts	75%	42%	14%
3rd-5th grade Math	75%	45%	10%
5th grade Science	49%	13%	3%

23-24 TELPAS K-5 Composite Rating Summary data (145 students)

Beginning	Intermediate	Advanced	Advanced High
19%	41%	28%	12%

Student Learning Strengths

Instructional

- The leadership team has worked hard to create an effective planning and coaching cycle that includes content teachers planning every week with the instructional coaches. Assessments are co-created and approved by instructional coaches.
- Kidwatch meetings are strategically planned in alignment with the grading periods to track and discuss each student's gaps and areas of strength.
- Plans for intervention are developed, monitored, and evaluated throughout the school year.
- PLC's are used as a vehicle to effectively disaggregate data and monitor student progress and adjust plans as needed.
- GRA, Tx-Kea and MAP data are used to make informed decisions about student learning and growth.
- Instructional rounds and learning walks will be used to evaluate the effectiveness of instructional strategies implemented on campus. We will focus on academic discourse and higher level questioning strategies which will impact quality Tier one instruction.
- Guided math and reading will continue to be a priority to meet students differentiated needs.

Personnel

- Teachers receive support from our team of instructional coaches and administration.
- Consistency with staff/teachers is important for creating an overall effective instructional program.

School Processes & Programs Strengths

- Data driven decisions are made during Kid-watch meetings and as a result students are provided with interventions during Texan Time which is built into the master schedule.
- Data points that are used to make instructional decisions are summative assessments, GRA, TxKEA, and will incorporate MAP growth data.
- Teachers collaborate with their grade level colleagues to plan grade level content for Tier 1 and Tier 2 instruction.
- Our positive school culture and the high level of support provided to teachers will continue to enhance the learning environment.
- The morale committee and administration will plan monthly morale boosters for the staff.
- Team leaders meet once a month to express grade level needs/concerns and for administration to communicate updates.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores. **Root Cause:** STAAR redesign and more rigorous expectations proved to be a challenge for the campus.

Problem Statement 2 (Prioritized): There is a significant gap in performance achievement (i.e. African American and Hispanic students). **Root Cause:** Lack of differentiation and cultural responsive strategies implemented in the classroom

Priority Problem Statements

Problem Statement 1: Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores.

Root Cause 1: STAAR redesign and more rigorous expectations proved to be a challenge for the campus.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Special education and at risk students are not performing as well as their peers.

Root Cause 2: We have a mobility rate of 19% which presents a challenge when attempting to provide consistent instruction and intervention.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Staff on campus feel as though extreme behaviors contribute to teachers not being able to run an effective classroom without disruption.

Root Cause 3: : Lack self regulation strategies and lack of resources/ consequences for K-2 students and their behaviors.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Compliance and consistency of structure of the MTSS process and Texan intervention time.

Root Cause 4: Changes in staffing and the district expectations of the MTSS process.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents state that attending afterschool trainings, events, meetings. etc. are difficult for them.

Root Cause 5: 62% of our parents stated family and work schedule as the reason which prevents them from being able to participate in school functions, activities and planning events.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a significant gap in performance achievement (i.e. African American and Hispanic students).

Root Cause 6: Lack of differentiation and cultural responsive strategies implemented in the classroom

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: By May 2025, at least 70% of K-2 students will score at the on or above level on MAP Reading Fluency. The percent of 3rd-5th grade students that score meets grade level or above on the STAAR (Reading, Math, Science) assessments will increase by 7%.

Performance Objective 1: The percent of 3rd-5th grade students that score meets grade level or above on the 2025 reading STAAR test will increase from a 41 % to 48%.





High Priority

Evaluation Data Sources: Campus based data assessments, district assessments, formative assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Enhance Tier 1 instruction by participating in weekly PLCs, close data monitoring, and having Instructional Coaches plan with teams weekly ensuring components of Guided Reading, word study and Blended Learning are utilized.</p> <p>Strategy's Expected Result/Impact: Increase the growth of students in reading, writing, and language arts, strengthen Tier I instruction and increase student autonomy.</p> <p>Staff Responsible for Monitoring: Principals Instructional coaches teachers SPED teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide ongoing PD including the integration of technology, Blended Learning, instructional coaching, Guided Reading, Writable, SeeSaw, new STAAR question types and Progress Learning.</p> <p>Strategy's Expected Result/Impact: Strengthen Tier I instruction</p> <p>Staff Responsible for Monitoring: Instructional coaches Teachers Principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$1,000</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide sheltered instruction training utilizing best practices in creating language rich environments and increasing peer to peer academic discourse.</p> <p>Strategy's Expected Result/Impact: Improve Tier I instruction and student discourse.</p> <p>Staff Responsible for Monitoring: instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide on-going reading small group instruction and a Blended Learning Model 2-3 times per weeks by the teacher and hire an additional Instructional Coach and tutors to provide student interventions for Tier I, II, and II before, during (HB1416, Texan Time), and after school.</p> <p>Strategy's Expected Result/Impact: Student growth and increased proficiency in responding to reading by targeting their individual needs.</p> <p>Staff Responsible for Monitoring: principals instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$6,000</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide K-5 students with access to individualized, differentiated resources and online programs such as SeeSaw, RAZ Kids, Story Works, Scholastic News, Writable, and Progress Learning.</p> <p>Strategy's Expected Result/Impact: Student growth and increased proficiency in responding to reading by targeting their individual needs.</p> <p>Staff Responsible for Monitoring: Principals Instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,000</p>	Formative		
	Feb	Apr	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide students in grades K-5 with awards for academic accomplishments.</p> <p>Strategy's Expected Result/Impact: Motivate students to meet their academic goals and progression.</p> <p>Staff Responsible for Monitoring: instructional coaches teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I, Part A - \$800</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Special education and at risk students are not performing as well as their peers. Root Cause: We have a mobility rate of 19% which presents a challenge when attempting to provide consistent instruction and intervention.</p>
Student Learning
<p>Problem Statement 1: Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores. Root Cause: STAAR redesign and more rigorous expectations proved to be a challenge for the campus.</p> <p>Problem Statement 2: There is a significant gap in performance achievement (i.e. African American and Hispanic students). Root Cause: Lack of differentiation and cultural responsive strategies implemented in the classroom</p>
Perceptions
<p>Problem Statement 2: Staff on campus feel as though extreme behaviors contribute to teachers not being able to run an effective classroom without disruption. Root Cause: : Lack self regulation strategies and lack of resources/ consequences for K-2 students and their behaviors.</p>





Goal 1: By May 2025, at least 70% of K-2 students will score at the on or above level on MAP Reading Fluency. The percent of 3rd-5th grade students that score meets grade level or above on the STAAR (Reading, Math, Science) assessments will increase by 7%.

Performance Objective 2: We will improve literacy instruction by ensuring best practices, such as The Science of Reading, are implemented across grade levels, and by purchasing decodable readers to support this instruction.

Evaluation Data Sources: Campus based assessments, district assessments, learning walks, classroom observation and feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coaching, co-teaching and mentoring classroom and SPED teachers to improve Tier 1 instructional practices needed for students growth such as use of Next Steps in Guided Reading, UFLI Phonics program, Blended Learning, and District Literacy Curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in MAP Reading Fluency levels and improve Tier 1 Literacy Instruction.</p> <p>Staff Responsible for Monitoring: principals coaches SPED teachers general education teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Decodables - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$3,000</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire a K-2 Literacy Coach/Facilitator to provide support to teachers and instruction to students</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction, increase literacy foundations for teachers K-2, support students in meeting literacy goals.</p> <p>Staff Responsible for Monitoring: Principals, coaches, teachers and SPED staff.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 Title I, Part A - \$71,848.13</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Instructional coaches will plan weekly and provide on going PD to ensure that components of Guided Reading, Science of Reading, Sheltered Instruction, Blended Learning, Innovative Planning Day (STEM lab, Project Based Learning, Computer Lab, and Community Helpers) and all district literacy expectations and resources are effectively utilized.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 literacy instruction and student discourse and engagement.</p> <p>Staff Responsible for Monitoring: Principals, coaches, SPED teachers and Regular Ed teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Hire additional tutor(s) to provide intervention for identified at-risk students during the school day.</p> <p>Strategy's Expected Result/Impact: Fill in instructional gaps to help students read on grade level and make continued growth as measured by end of year reading levels</p> <p>Staff Responsible for Monitoring: principals, coaches, teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - 211 Title I, Part A - \$12,014, - 211 Title I, Part A - \$14,189.44, - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,517</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Special education and at risk students are not performing as well as their peers. Root Cause: We have a mobility rate of 19% which presents a challenge when attempting to provide consistent instruction and intervention.</p>
Student Learning
<p>Problem Statement 1: Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores. Root Cause: STAAR redesign and more rigorous expectations proved to be a challenge for the campus.</p>

Goal 1: By May 2025, at least 70% of K-2 students will score at the on or above level on MAP Reading Fluency. The percent of 3rd-5th grade students that score meets grade level or above on the STAAR (Reading, Math, Science) assessments will increase by 7%.





Performance Objective 3: The percentage of 3rd-5th grade students scoring meets grade level or above on the 2024 math STAAR test will increase from 43% to 50%.

Evaluation Data Sources: Campus based assessments, district assessments, learning walks, classroom observation and feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Enhance Tier I instruction by participating in bimonthly PLCs, close data monitoring, and having Instructional Coaches plan with teams weekly ensuring components of Guided Math and Blended Learning are utilized.</p> <p>Strategy's Expected Result/Impact: Provide for students math needs to help them grow regularly and strengthen Tier I instruction.</p> <p>Staff Responsible for Monitoring: principals instructional coaches general ed. and SPED teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide ongoing PD including the integration of technology, Blended Learning, instructional coaching, Guided Math best practices, Sheltered Instruction, Innovative Planning Day (STEM lab, Project Based Learning, Computer Lab, and Community Helpers), new STAAR question types and Typing Club. We will hire a computer lab aide that will assist with technology integration in all grade levels.</p> <p>Strategy's Expected Result/Impact: Strengthen Tier I instruction for continued student growth</p> <p>Staff Responsible for Monitoring: teachers instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$27,048.43</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide sheltered instruction training utilizing best practices in creating language rich environments and increasing peer to peer academic discourse.</p> <p>Strategy's Expected Result/Impact: Improve Tier I instruction, vocabulary, and student discourse.</p> <p>Staff Responsible for Monitoring: EB coach instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide on-going math small group instruction, whole group numeracy warm-ups daily using a Blended Learning model 2-3 times per week by the teacher and hire an additional Instructional Coach and tutors to provide student interventions for Tier I, II, and III (HB1416) before, during (Texan Time), and after school making sure to involve parents in the decision making process for appropriate intervention.</p> <p>Strategy's Expected Result/Impact: Increase number sense for K-5 students, reinforce current grade level standards, and close instructional gaps to improve student growth</p> <p>Staff Responsible for Monitoring: teachers principals instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The math instructional coach to will provide instruction and intervention to students and support to teachers in grades K-5.</p> <p>Strategy's Expected Result/Impact: Support students to meet their goals in K-5 and increase the percentage of students meeting accelerated progress measure</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide K-5 students with access to individualized, differentiated resources and online programs such as Reflex Math, SeeSaw and Progress Learning and provide incentives and awards for students to work toward mastery and academic accomplishments.</p> <p>Strategy's Expected Result/Impact: Student growth by targeting their individual needs and motivate students to meet their academic and personal goals.</p> <p>Staff Responsible for Monitoring: principal teachers instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$500</p>	Formative		
	Feb	Apr	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students will use self-monitoring using a Blended Learning model and Reflex Math and goal setting tools to track progress in math to increase fact fluency and numeracy.</p> <p>Strategy's Expected Result/Impact: Students will track their progress toward their goals with increasing math fluency and increase the rate and accuracy of facts.</p> <p>Staff Responsible for Monitoring: teachers instructional coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By May 2025, at least 70% of K-2 students will score at the on or above level on MAP Reading Fluency. The percent of 3rd-5th grade students that score meets grade level or above on the STAAR (Reading, Math, Science) assessments will increase by 7%.





Performance Objective 4: The percentage of 5th grade students scoring meets grade level or above on the 2025 science STAAR test will increase from 12% to 21%.

Evaluation Data Sources: Campus based assessments, district assessments, learning walks, classroom observation and feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Planning with science teachers for high quality experiments and integration of vocabulary and language development and offer hands-on STEM resources to provide science engagement activities before, during, or after school.</p> <p>Strategy's Expected Result/Impact: Increase student understanding of science concepts and strengthen Tier I instruction and increase content and Tier II vocabulary.</p> <p>Staff Responsible for Monitoring: principal instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students regularly engage in science activities in the science lab with teachers, STEM lab teacher and/or instructional coaches, and the teachers are provided ongoing professional development including the integration of technology, journaling, new STAAR question types, new science TEKS, Blended Learning, STEM lab activities and vocabulary.</p> <p>Strategy's Expected Result/Impact: Strengthen Tier I instruction and increase student understanding and vocabulary, improvement in formative assessments and increase STAAR achievement.</p> <p>Staff Responsible for Monitoring: principal instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Additional tutorial time by instructional coaches, additional hired tutors, and identified staff to provide supplemental and/or differentiated intervention activities/experiments and instruction before, during (Texan Time), and after school.</p> <p>Strategy's Expected Result/Impact: Increase student academic growth in science concepts and fill in instructional gaps in science and improve student growth.</p> <p>Staff Responsible for Monitoring: principals instructional coaches teachers tutors</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will engage students in daily science deep practice to dissect assessment questions, answer choices and constructed responses using science stems, journal writing, and typed short answer responses incorporating quality teacher feedback weekly.</p> <p>Strategy's Expected Result/Impact: Deepen student understanding of questions, identifying reasonable and unreasonable answers and increasing academic student growth.</p> <p>Staff Responsible for Monitoring: teachers instructional coaches EB coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide sheltered instruction training utilizing best practices in creating language rich environments with vocabulary scaffolding using (but not limited to) interactive word walls, interactive science journals/personal dictionaries, online tools and sentence stems and increasing peer to peer academic discourse.</p> <p>Strategy's Expected Result/Impact: Improve Tier I instruction, content vocabulary and student discourse.</p> <p>Staff Responsible for Monitoring: EB coach teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Plan and create science lessons, activities and formative/summative assessments aligned to STAAR and monitor student progress through ongoing data and PLC discussions.</p> <p>Strategy's Expected Result/Impact: Improve process and assessment skills and increase student progress and intervention results will be monitored through summative data.</p> <p>Staff Responsible for Monitoring: teachers principals instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June





Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students will regularly engage in STEM lab activities and Project Based Learning on a weekly basis to improve higher order thinking and problem solving skills facilitated by a STEM lab and Project Based Learning paraprofessional.</p> <p>Strategy's Expected Result/Impact: improve higher order thinking and problem solving skills and student autonomy</p> <p>Staff Responsible for Monitoring: principal instructional coaches EB coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$2,000</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By May 2025, at least 70% of K-2 students will score at the on or above level on MAP Reading Fluency. The percent of 3rd-5th grade students that score meets grade level or above on the STAAR (Reading, Math, Science) assessments will increase by 7%.

Performance Objective 5: Emergent Bilingual students in grades 1-5 will show an increase in the areas of listening, speaking, reading and writing by at least one proficiency level as compared to the 23-24 TELPAS ratings.

Evaluation Data Sources: TELPAS scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide on going PD utilizing best practices of the ELPS, Academic Language, and Student Discourse through Turn and Talk.</p> <p>Strategy's Expected Result/Impact: Teachers will gain strategies in all 4 domains: listening, speaking, reading and writing to ensure EL students are being successful academically. Teachers will plan with student's language domains in mind utilizing the ELPS as a guiding tool.</p> <p>Staff Responsible for Monitoring: EB Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$4,570</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in the Summit K12, online language program daily through morning tutorials and in classroom rotations.</p> <p>Strategy's Expected Result/Impact: Students will improve at least one TELPAS level on each domain.</p> <p>Staff Responsible for Monitoring: EB coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$4,570</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: EB coach will provide on going PD to ensure that components of Sheltered Instruction, and all district Dual Language/ESL framework, and expectations are being implemented.</p> <p>Strategy's Expected Result/Impact: Create Biliteracy in our Bilingual Students and language development literacy instruction for our ESL students.</p> <p>Staff Responsible for Monitoring: EB coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$4,570</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By May 2025, at least 70% of K-2 students will score at the on or above level on MAP Reading Fluency. The percent of 3rd-5th grade students that score meets grade level or above on the STAAR (Reading, Math, Science) assessments will increase by 7%.

Performance Objective 6: The percentage of students that are on track will increase by 7% on the TX-KEA assessment by May 2025.

Evaluation Data Sources: CLI engage data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Dyslexia interventionist and instructional coaches will provide ongoing PD in phonics and science of reading.</p> <p>Strategy's Expected Result/Impact: Students will advance in stages according to universal assessments and increase independent reading levels.</p> <p>Staff Responsible for Monitoring: Principals, coaches, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Kinder teachers will engage in district professional development which will increase their content knowledge on phonemic awareness and phonics instruction.</p> <p>Strategy's Expected Result/Impact: Students will show increased proficiency on the CLI engage data</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, and Kinder Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementing and providing appropriate literacy materials and refining structured literacy expectations.</p> <p>Strategy's Expected Result/Impact: 90% of Kinder students will make satisfactory progress in the academic development of ELA</p> <p>Staff Responsible for Monitoring: Administrators EB Coach Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide an early intervention for math concepts in Kinder</p> <p>Strategy's Expected Result/Impact: CLI Scores TX-KEA Scores Increase in Student Data</p> <p>Staff Responsible for Monitoring: Kinder Teachers Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: By May 2025, at least 70% of K-2 students will score at the on or above level on MAP Reading Fluency. The percent of 3rd-5th grade students that score meets grade level or above on the STAAR (Reading, Math, Science) assessments will increase by 7%.

Performance Objective 7: All 3rd-5th grade teachers will implement a plan to close performance gaps between sub populations.

High Priority

Evaluation Data Sources: Formative assessments
Summative assessments
Benchmark and MAP data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development on culturally responsive teaching in the classroom. Strategy's Expected Result/Impact: Close the performance between sub populations. Staff Responsible for Monitoring: Administration Instructional coaches Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 - Perceptions 2</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide instructional materials and supplies for families to increase parent school engagement. Strategy's Expected Result/Impact: Increased engagement between parents and the school Staff Responsible for Monitoring: Administration Instructional coaches Teachers</p> <p>Title I: 2.4, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will be trained on implementing cultural connections in their weekly lessons.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and building community in the classroom.</p> <p>Staff Responsible for Monitoring: Administration Instructional coach Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 1: Special education and at risk students are not performing as well as their peers. Root Cause: We have a mobility rate of 19% which presents a challenge when attempting to provide consistent instruction and intervention.</p>
Student Learning
<p>Problem Statement 1: Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores. Root Cause: STAAR redesign and more rigorous expectations proved to be a challenge for the campus.</p> <p>Problem Statement 2: There is a significant gap in performance achievement (i.e. African American and Hispanic students). Root Cause: Lack of differentiation and cultural responsive strategies implemented in the classroom</p>
Perceptions
<p>Problem Statement 2: Staff on campus feel as though extreme behaviors contribute to teachers not being able to run an effective classroom without disruption. Root Cause: : Lack self regulation strategies and lack of resources/ consequences for K-2 students and their behaviors.</p>





Goal 2: The goal for this school year is to reduce the number of students requiring a protocol packet by 10% over the upcoming school year.

Performance Objective 1: Every grade level on campus will implement and support character education which will support the social and emotional needs of all students.

High Priority

Evaluation Data Sources: Student discipline data
 Teacher observations
 Counselor and social-emotional survey data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The counselor supported by administration and staff will lead students in the implementation of Character Counts through classroom guidance lessons, campus wide activities and specific strategies shared in monthly newsletters.</p> <p>Strategy's Expected Result/Impact: Increase in students exhibiting great character and reinforcing their confidence to do well in all academic areas.</p> <p>Staff Responsible for Monitoring: Principals Counselor Teachers</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will address students' social-emotional needs through the 6 character traits to foster student academic growth by encouraging students to set academic goals in all subject areas.</p> <p>Strategy's Expected Result/Impact: Students exhibiting great character and reinforcing their confidence to do well in school. Decrease number of in-school and out of school suspensions by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will identify at-risk students who would benefit from a mentorship program with staff members to develop strong relationships.</p> <p>Strategy's Expected Result/Impact: Create a positive experience for students by building positive relationships</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Staff on campus feel as though extreme behaviors contribute to teachers not being able to run an effective classroom without disruption. Root Cause: : Lack self regulation strategies and lack of resources/ consequences for K-2 students and their behaviors.</p>

Goal 2: The goal for this school year is to reduce the number of students requiring a protocol packet by 10% over the upcoming school year.

Performance Objective 2: Regular Monitoring and Assessment: Track student progress and adjust strategies as needed to ensure they receive the help they need.

High Priority

Evaluation Data Sources: Safe & Supportive App

Teacher Observations





Counselor Progress Chart

Goal 2: The goal for this school year is to reduce the number of students requiring a protocol packet by 10% over the upcoming school year.

Performance Objective 3: All K-5 teachers will be trained and utilize PBIS components and use a uniform discipline plan and behavior chart.

High Priority

Evaluation Data Sources: Discipline referrals
 The number of students receiving positive reinforcements.
 Teacher surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize behavior charts and the House Point App to track and consistently reward students for positive behavior with incentives and prizes.</p> <p>Strategy's Expected Result/Impact: Decrease discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Committee members</p> <p>Funding Sources: - 211 Title I, Part A - \$1,800</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create an area on campus that will serve as a calming atmosphere for students.</p> <p>Strategy's Expected Result/Impact: Create a positive experience for students and staff</p> <p>Staff Responsible for Monitoring: Coaches, Principals</p> <p>Title I: 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$500</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunities for selected staff to attend the Ron Clark Academy to receive PD on effective relationship building and creating positive learning environments</p> <p>Strategy's Expected Result/Impact: Create positive student/teacher relationships and positive, effective learning environments.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 211 Title I, Part A - \$7,000</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: The goal for this school year is to reduce the number of students requiring a protocol packet by 10% over the upcoming school year.

Performance Objective 4: Every grade level on campus will implement the school-wide PBIS systems which will support the social and emotional needs of all students.

High Priority

Evaluation Data Sources: Student discipline data
Teacher observations
Counselor and social-emotional survey data.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The counselor and assistant principal will conduct staff development to support the social-emotional wellness of students which can include Solution Focused conversations.</p> <p>Strategy's Expected Result/Impact: Students will become critical thinkers and problem solvers. Decrease in school and out-of-school suspension.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School counselor will attend professional development that will equip her with tools to provide individual and group counseling sessions to meet the social-emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Students will be able to use strategies from counseling sessions to meet their social-emotional needs.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - 211 Title I, Part A - \$400</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will provide students with points through the House Point App for displaying the 3R's that follow the PBIS System.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: All staff members</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Long will host PBIS parties for students each nine weeks that display character counts and have good conduct in their behavior folders.</p> <p>Strategy's Expected Result/Impact: decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: All staff members</p> <p>Funding Sources: - 211 Title I, Part A - \$1,000</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Long will have a school store for students to purchase items using their points through the House Point App.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Principals Assistant Principal Counselor PBIS committee</p> <p>Funding Sources: - 211 Title I, Part A - \$1,500</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: The goal for this school year is to reduce the number of students requiring a protocol packet by 10% over the upcoming school year.

Performance Objective 5: Implement a tracking and incentive program for attendance.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a visible tracker for each classroom teacher and in common area. Strategy's Expected Result/Impact: Create a positive experience for students and staff through bonding relationship. Staff Responsible for Monitoring: All Staff	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule and host every nine weeks attendance reward for students who meet attendance expectations. Strategy's Expected Result/Impact: Create a positive experience for students and staff through bonding relationship. Staff Responsible for Monitoring: Coaches, Teachers	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Create a Tardy Tracker to display in the classroom to track tardies across the campus. Strategy's Expected Result/Impact: Create a positive experience for students and staff through bonding relationships. Staff Responsible for Monitoring: All staff	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Highly effective professional learning communities will be utilized as a vehicle for examining the campus and individual student progress. As a result, intervention opportunities for students receiving special education services will be targeted in more focused ways which will result in a 10% decrease in special education failures.

Performance Objective 1: Develop and train Kindergarten through 5th grade core content teachers and special education teachers on effective PLC planning and implementation. We will send staff members to the Solution Tree PLC conference to provide them professional development to support their learning.

High Priority

Evaluation Data Sources: PLC agendas, student progress monitoring reports, data binders

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level teams will meet regularly in PLC meetings to share expertise in improving instructional practices resulting in academic reteaching, quality interventions, and /or acceleration of learning of all Sped students. We will send staff members to the Solution Tree PLC conference to provide them professional development to support their learning.</p> <p>Strategy's Expected Result/Impact: Individualized Sped student progress and decreased failure rates</p> <p>Staff Responsible for Monitoring: Principals, Special Education Teachers, Instructional Coaches, ESL Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - 211 Title I, Part A - \$4,000</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional and ESL Coach will model with small group of students, coach teachers, and facilitate weekly planning sessions.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in targeted remediated skills</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, ESL Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special Education staff will utilize district and campus training to effectively provide inclusion and resource support, which will increase student's academic performance.</p> <p>Strategy's Expected Result/Impact: Summative - lesson plans, district/campus assessments, interim assessments, universal screeners, STAAR, student artifacts</p> <p>Staff Responsible for Monitoring: Principals Math Coach Bilingual Coach ELAR Coach Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Special education and at risk students are not performing as well as their peers. Root Cause: We have a mobility rate of 19% which presents a challenge when attempting to provide consistent instruction and intervention.</p>

Student Learning

Problem Statement 1: Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores. **Root Cause:** STAAR redesign and more rigorous expectations proved to be a challenge for the campus.





Goal 3: Highly effective professional learning communities will be utilized as a vehicle for examining the campus and individual student progress. As a result, intervention opportunities for students receiving special education services will be targeted in more focused ways which will result in a 10% decrease in special education failures.

Performance Objective 2: Ensure that all Kindergarten-5th grade special education and general education teachers have additional intervention/remediation time for identified students.

High Priority

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC meetings will be held with grade level teams in K-5 immediately following campus and district assessments to analyze student performance and determine interventions including tutoring.</p> <p>Strategy's Expected Result/Impact: Increase student achievement for all student populations, decrease Sped student failure rates</p> <p>Staff Responsible for Monitoring: Principals, Special Education Teachers, Literacy Coach, Academic Facilitator, Math Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will provide targeted interventions in reading and math during the campus MTSS intervention time (Texan Time), including the EB and Sped Ed population.</p> <p>Strategy's Expected Result/Impact: Individualized improved Sped student progress and decreased failure rates</p> <p>Staff Responsible for Monitoring: Principals, Special Education Teachers, Literacy Coach, Academic Facilitator, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review IEP's accommodations and progress report data for EB and SPED students each nine weeks to ensure accurate implementation and to make adjustments as needed based on data.</p> <p>Strategy's Expected Result/Impact: Decrease the number of SPED failures by 5%</p> <p>Staff Responsible for Monitoring: All teaching staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Special education and at risk students are not performing as well as their peers. Root Cause: We have a mobility rate of 19% which presents a challenge when attempting to provide consistent instruction and intervention.</p>
Student Learning
<p>Problem Statement 1: Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores. Root Cause: STAAR redesign and more rigorous expectations proved to be a challenge for the campus.</p>
School Processes & Programs
<p>Problem Statement 1: Compliance and consistency of structure of the MTSS process and Texan intervention time. Root Cause: Changes in staffing and the district expectations of the MTSS process.</p>

Goal 3: Highly effective professional learning communities will be utilized as a vehicle for examining the campus and individual student progress. As a result, intervention opportunities for students receiving special education services will be targeted in more focused ways which will result in a 10% decrease in special education failures.

Performance Objective 3: Establish professional learning communities to monitor the progress of each special education student.





High Priority

Evaluation Data Sources: IEP goals

Campus assessments

Failure reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SPED staff will work collaboratively with district compliance coordinators, SPED instructional facilitators and general education teachers to provide differentiated instruction for SPED students.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, interim assessments, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: Principals and SPED Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SPED case managers will meet with campus administration consistently to review individual student data and progress for SPED students to tailor their accommodations as needed for student success.</p> <p>Strategy's Expected Result/Impact: Summative - district/campus assessments, interim assessments, universal screeners, STAAR</p> <p>Staff Responsible for Monitoring: SPED Teachers Literacy Coach Bilingual Coach Math Coach Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special Education student progress review meetings will be conducted with special education teachers and administrators after progress reports to review failures and consider adjustments to IEPs.</p> <p>Strategy's Expected Result/Impact: ARDS scheduled to adjust Individualized Education Plans as needed, student progress from one grading period to the next.</p> <p>Staff Responsible for Monitoring: Special Education teachers Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Special education and at risk students are not performing as well as their peers. **Root Cause:** We have a mobility rate of 19% which presents a challenge when attempting to provide consistent instruction and intervention.





Student Learning

Problem Statement 1: Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores. **Root Cause:** STAAR redesign and more rigorous expectations proved to be a challenge for the campus.

Goal 4: Long Elementary will continue to build a positive school culture that is aligned to the vision, mission and goals of the campus. As a result, there will be a 10% increase in the overall quality rating of an A or B of the school on the student, parent and staff climate survey.

Performance Objective 1: Teachers and staff will be provided with opportunities to give input on the school mission and vision. Teachers will also engage in professional development opportunities that increase their understanding on rigorous Tier I instruction by engaging in learning walks and/or instructional rounds.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and staff will gain an understanding of the purpose and structure of campus learning walks and engage in grade level peer observations during innovative day . Feedback will be provided to teachers based upon observations and self-reflective practices.</p> <p>Strategy's Expected Result/Impact: Student academic growth and increased teacher efficacy.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team and Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Leadership team and teachers will participate in learning walks to ensure feedback is reflected on high quality instruction based on data results in the Fall and Spring semester.</p> <p>Strategy's Expected Result/Impact: Student growth and increased teacher efficacy</p> <p>Staff Responsible for Monitoring: CORE leadership team, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide on campus professional development opportunities on student engagement and discourse for leadership team, teachers, and staff.</p> <p>Strategy's Expected Result/Impact: Student growth and increased teacher efficacy</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Identify teachers in need of additional support in lesson planning, instruction, classroom management, and data analysis and provide customized support based on teacher need (this includes new teachers).</p> <p>Strategy's Expected Result/Impact: Collective self-efficacy, Targeted support for teachers</p> <p>Staff Responsible for Monitoring: Principals, Literacy Coaches, Math Coach, ESL Coach, Counselor</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 2</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores. Root Cause: STAAR redesign and more rigorous expectations proved to be a challenge for the campus.</p>
Perceptions
<p>Problem Statement 2: Staff on campus feel as though extreme behaviors contribute to teachers not being able to run an effective classroom without disruption. Root Cause: : Lack self regulation strategies and lack of resources/ consequences for K-2 students and their behaviors.</p>





Goal 4: Long Elementary will continue to build a positive school culture that is aligned to the vision, mission and goals of the campus. As a result, there will be a 10% increase in the overall quality rating of an A or B of the school on the student, parent and staff climate survey.

Performance Objective 2: Develop and build capacity of campus instructional leaders (Principal, Assistant Principal, Instructional coaches, Counselor and Teacher leaders) through professional development, clear roles and responsibilities.

High Priority

Evaluation Data Sources: Review and Analyze Lesson plans, Weekly CORE team meetings, Monthly Team Leader Meetings, Coaching conversations with instructional leaders.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review/Revise and implements procedures for staff to follow in these areas:</p> <ul style="list-style-type: none"> - arrival procedures - tardies/absences - dress code - hallway/ restroom expectations - cafeteria expectations - dismissal procedures <p>Strategy's Expected Result/Impact: All staff and students to be on the same cohesive plan</p> <p>Staff Responsible for Monitoring: Each grade level representative will report at monthly team leader meetings.</p> <p>Title I: 2.5</p> <ul style="list-style-type: none"> - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture 	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: There will be a staff training to explain the written procedures that will be followed and monitored throughout the year.</p> <p>Strategy's Expected Result/Impact: All staff members will be trained on the written guidelines.</p> <p>Staff Responsible for Monitoring: Administrators, Core Team, and Team Leaders</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Core Team will meet weekly to review the instructional programs, campus climate, discipline, and student/staff wellness.</p> <p>Strategy's Expected Result/Impact: Ensure progress of academic growth and social emotional wellness of all students and staff</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Long Elementary will continue to build a positive school culture that is aligned to the vision, mission and goals of the campus. As a result, there will be a 10% increase in the overall quality rating of an A or B of the school on the student, parent and staff climate survey.

Performance Objective 3: Long will provide opportunities for students, staff, parent and community involvement to maintain a positive school culture.

Evaluation Data Sources: social media communication, meeting agendas/invitations, flyers, etc.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration will host 'Morning Coffee' time with parents once a semester. The purpose of the meeting will be to discuss campus goals for the year.</p> <p>Strategy's Expected Result/Impact: Positive and unified campus culture</p> <p>Staff Responsible for Monitoring: Administration and Core Team</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Leadership team will host Academic Chat Night every semester informing parents on strategies in both English and Spanish on how to help their students.</p> <p>Strategy's Expected Result/Impact: Parents were able to learn how to best support their students. This will help create a positive community with parents.</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus will host parent informational nights and family events to increase parent to school involvement.</p> <p>Strategy's Expected Result/Impact: Increase parent campus involvement</p> <p>Staff Responsible for Monitoring: Staff and Administrator</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Jane Long Elementary

Total SCE Funds: \$11,517.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jasmine Stephan	Instructional coach		1.0
Tanya McDonald	Computer lab		1.0

Site Based Decision Making Committee

Committee Role	Name	Position
District member	Dr. Rosemary Anthony	Director of Multilingual Program
Parent	Paula Tristan	Parent
Core Team	Amey Frazier	Principal
Core Team	Katelyn Spano	Assistant Principal
Core Team	Jasmine Stephan	K-2 Literacy Coach
Core Team	Nakia Thompson	3-5 Literacy Coach
Core Team	Alissa Dirba	Math coach
Core Team	Christina Hampton	Counselor
Core Team	Lakursha Vykukal	Librarian
Core Team	Lourdes Pineda	EB specialist
Teacher	Darcy Montoya	Specials Music
Teacher	Imelda Carrisalez	5th grade
Teacher	Ryan Gusman	4th grade
Teacher	Amanda Corneh	3rd grade
Teacher	Diana Gonzalez	2nd grade
Teacher	Megan Charlez	1st grade

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,000.00
1	1	6			\$800.00
1	2	2			\$71,848.13
1	2	4			\$14,189.44
1	2	4			\$12,014.00
1	3	2			\$27,048.43
1	3	6			\$500.00
1	4	7			\$2,000.00
2	3	1			\$1,800.00
2	3	2			\$500.00
2	3	3			\$7,000.00
2	4	2			\$400.00
2	4	4			\$1,000.00
2	4	5			\$1,500.00
3	1	1			\$4,000.00
Sub-Total					\$145,600.00
Budgeted Fund Source Amount					\$145,600.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$6,000.00
1	1	5			\$1,000.00
1	2	1	Decodables		\$3,000.00
1	2	4			\$1,517.00
Sub-Total					\$11,517.00
Budgeted Fund Source Amount					\$11,517.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00

199 PIC 25 State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$4,570.00
1	5	2			\$4,570.00
1	5	3			\$4,570.00
Sub-Total					\$13,710.00
Budgeted Fund Source Amount					\$4,570.00
+/- Difference					-\$9,140.00
Grand Total Budgeted					\$161,687.00
Grand Total Spent					\$170,827.00
+/- Difference					-\$9,140.00