

Lamar Consolidated Independent School District

Jane Long Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Our mission is to create a strong, safe community that will maximize our students' education and inspire their curiosity to learn.

Vision

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the community.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: By May 2024, the percentage of K-2 students that score on or above level on the GRA/HMH assessment will increase by 10%. 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% . Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 12% to a cumulative increase of 17% by June 2024. Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to a cumulative increase of 23% by June 2024.	15
Goal 2: 90% or greater of students at Long Elementary will strongly agree or agree that they feel safe in school as evidenced by the social emotional screener given in May 2024.	37
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.	47
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.	52
State Compensatory	59
Budget for Jane Long Elementary	59
Title I	60
1.1: Comprehensive Needs Assessment	60
2.1: Campus Improvement Plan developed with appropriate stakeholders	60
2.2: Regular monitoring and revision	60
2.3: Available to parents and community in an understandable format and language	60
2.4: Opportunities for all children to meet State standards	60
2.5: Increased learning time and well-rounded education	60
2.6: Address needs of all students, particularly at-risk	60
3.1: Annually evaluate the schoolwide plan	60
4.1: Develop and distribute Parent and Family Engagement Policy	60
4.2: Offer flexible number of parent involvement meetings	60
Title I Personnel	61
Site-Based Advisory Committee	62
Campus Funding Summary	63

Comprehensive Needs Assessment

Revised/Approved: August 31, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment

Needs Assessment Summary

During our first meeting which was held on , the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, Campus Climate survey, 22-23 STAAR data, 22-23 TAPR report, PBIS data and the K- 2 instructional data. At the conclusion of the meeting,

During the second meeting which was held on , the Site Based Team discussed problem statements and root causes. Each team member gave input on the strengths of the campus and possible solutions. Documentation of the process includes meeting minutes, agendas, sign in sheets and copies of data reviewed.

Comprehensive Needs Assessment Committee Members

Amey Frazier (Principal)

Katelyn Spano (Assistant Principal)

Demographics

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.

96.5%	Economically disadvantaged population
41.5%	Bilingual/ESL population
5.35%	GT student population
23.71%	Special education
27.45%	African American
61.32%	Hispanic
7.31	White
1.78%	Two or more
47.59%	Females
52.41%	Males
32.8%	At risk

Daily attendance rate:

2022-23	2023-24
96.5%	96.48%

Grade level percentages:

Early education	4	0.71%
Pre- Kindergarten	4	0.71%
Kindergarten	85	15.15%
1st grade	84	14.97%

Early education	4	0.71%
2nd grade	100	17.83%
3rd grade	96	17.11%
4th grade	94	16.76%
5th grade	94	16.76%

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

The campus serves 564 students. Our attendance goal is 97% 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

Kindergarten-2nd grade GRA 22-23 data

Grade level	Below level	On or above level
Kindergarten	31%	69%
First grade	49%	51%
Second grade	70%	30%

Overall rating

Campus	Domain 1		Domain 2		Best of D1 or D2	Domain 3 (What If)		Overall	
	Domain Score	Domain Grade	Domain Score	Domain Grade	Score	Domain Score	Domain Grade	Final Score	Final Grade
Jane Long EL	71	C	77	C	77	84	B	79	C

3rd-5th STAAR Data

READING GRD 3-5	2023				2022			DIFF		
	TESTED	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
GRD 3	95	79%	41%	15%	77%	47%	27%	2%	-6%	-12%
GRD 4	91	69%	32%	12%	80%	55%	19%	-11%	-23%	-7%
GRD 5	102	78%	50%	16%	73%	59%	29%	5%	-9%	-13%

MATH GRD 3-5	2023				2022			DIFF		
	TESTED	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
GRD 3	95	72%	44%	18%	74%	47%	11%	-2%	-3%	7%

GRD 4	91	69%	49%	18%	71%	47%	23%	-2%	2%	-5%
GRD 5	102	76%	42%	11%	74%	42%	13%	2%	0%	-2%

SCIENCE GRD 5	2023				2022			DIFF		
	TESTED	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
GRD 5	102	50%	21%	3%	58%	25%	9%	-8%	-4%	-6%

23-24 TELPAS Summary Data

	Total Students	TELPAS Composite Rating			
		No Rating	Beginning	Intermediate	Advanced
Long Elementary	18	0%	16.67%	44.44%	38.89%
	Total Students	TELPAS Composite Rating			
		No Rating	Beginning	Intermediate	Advanced
	25	0%	4%	40%	40%
	Total Students	TELPAS Composite Rating			
		No Rating	Beginning	Intermediate	Advanced
	15	0%	0%	40%	33.33%
	Total Students	TELPAS Composite Rating			
		No Rating	Beginning	Intermediate	Advanced
	27	0%	7.41%	14.81%	29.63%
		0%	7%	35%	35%

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): Science scores have remained stagnant and have not shown an increase over the last two years. **Root Cause:** Changes in staffing mid year impacted student learning and performance

School Processes & Programs

School Processes & Programs Summary

Teacher retention information

	# of Teachers	#Retired	#Promoted	#Other	#Rezoning	%Retained
2021-22						
2022-23						

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 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 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 School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: Special education and at risk students are not performing as well as their peers.

Root Cause 1: We have a mobility rate of 19% which presents a challenge when attempting to provide consistent instruction and intervention.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Science scores have remained stagnant and have not shown an increase over the last two years.

Root Cause 2: Changes in staffing mid year impacted student learning and performance

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Various student groups are showing difficulty performing at meets or higher as evidenced by math, reading and science STAAR scores.

Root Cause 3: STAAR redesign and more rigorous expectations proved to be a challenge for the campus.

Problem Statement 3 Areas: Student Learning

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

Root Cause 6: Lack self regulation strategies and lack of resources/ consequences for K-2 students and their behaviors.

Problem Statement 6 Areas: Perceptions

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- 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 (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: By May 2024, the percentage of K-2 students that score on or above level on the GRA/HMH assessment will increase by 10%. 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% .



Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 12% to a cumulative increase of 17% by June 2024.




Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to a cumulative increase of 23% by June 2024.





Performance Objective 1: The percent of 3rd-5th grade students that score meets grade level or above on the 2024 reading STAAR test will increase from 10% to 15%.







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

Summative Evaluation: Some progress made toward meeting Objective

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 Reading are utilized.</p> <p>Strategy's Expected Result/Impact: Increase the growth of students in reading, writing, and language arts and strengthen Tier I instruction.</p> <p>Staff Responsible for Monitoring: Principals Instructional coaches teachers SPED teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide ongoing PD including the integration of technology, Blended Learning, instructional coaching, Guided Reading, Writable, 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: Instructional Coach - 211 Title I, Part A - \$85,134.39</p>	Formative		
	Nov	Feb	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: EB coach 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		
	Nov	Feb	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 week by the teacher and hire an additional Instructional Coach and tutors to provide student interventions for Tier I, II, and III before, during (Hb4545, Texan Time), and after school.</p> <p>Strategy's Expected Result/Impact: Closing the learning gaps for students in reading and increase students meeting accelerated progress measure.</p> <p>Staff Responsible for Monitoring: Principals Instructional coaches teachers</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> <p>Funding Sources: Tutor and Extra Duty Pay - 211 Title I, Part A - \$10,000, Tutor and Extra Duty Pay - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$11,484</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide K-5 students with access to individualized, differentiated resources and online programs such as RAZ Kids, Story Works, Education Galaxy, Writable, and Waggle.</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: Online subscription fees - 211 Title I, Part A - \$9,404, Computer Aide to support instruction - 211 Title I, Part A - \$39,896.40</p>	Formative		
	Nov	Feb	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, Lever 5: Effective Instruction</p> <p>Funding Sources: Awards - 211 Title I, Part A - \$810.21</p>	Formative		
	Nov	Feb	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:

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: Science scores have remained stagnant and have not shown an increase over the last two years. Root Cause: Changes in staffing mid year impacted student learning and performance</p>

Goal 1: By May 2024, the percentage of K-2 students that score on or above level on the GRA/HMH assessment will increase by 10%. 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% .



Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 12% to a cumulative increase of 17% by June 2024.





Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to a cumulative increase of 23% by June 2024.







Performance Objective 2: We will improve literacy instruction by ensuring best practices (i.e. The Science of Reading) are implemented across grade levels.

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

Summative Evaluation: Some progress made toward meeting Objective

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 GRA/EDL levels and improve Tier 1 Literacy Instruction.</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	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, Lever 2: Strategic Staffing</p>	Formative		
	Nov	Feb	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, Shelter Instruction, Blended Learning 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> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	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 GRA 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>Funding Sources: Tutors - 211 Title I, Part A - \$11,405</p>	Formative		
	Nov	Feb	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 1: By May 2024, the percentage of K-2 students that score on or above level on the GRA/HMH assessment will increase by 10%. 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% .




Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 12% to a cumulative increase of 17% by June 2024.





Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to a cumulative increase of 23% by June 2024.









Performance Objective 3: The percentage of 3rd-5th grade students scoring meets grade level or above on the 2024 math STAAR test will increase by 7% .

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 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> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	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, new STAAR question types and Typing Club.</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, 2.6</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		
	Nov	Feb	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		
	Nov	Feb	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 (HB4545) 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, 2.6</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> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Hire a math instructional coach to 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, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide K-5 students with access to individualized, differentiated resources and online programs such as Dreambox, Reflex Math, and Education Galaxy 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, 2.5, 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		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students will use self-monitoring using a Blended Learning model 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> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 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.

School Processes & Programs

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.

Goal 1: By May 2024, the percentage of K-2 students that score on or above level on the GRA/HMH assessment will increase by 10%. 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% .


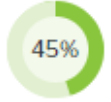
Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 12% to a cumulative increase of 17% by June 2024.





Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to a cumulative increase of 23% by June 2024.




Performance Objective 4: The percentage of 5th grade students scoring meets grade level or above on the 2024 science STAAR test will increase by 7%.







High Priority

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, 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		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students regularly engage in science activities in the science lab with teachers and/or instructional coaches, and teachers are provided ongoing professional development including the integration of technology, journaling, new STAAR question types 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		
	Nov	Feb	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, 2.6</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		
	Nov	Feb	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: 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		
	Nov	Feb	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: 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		
	Nov	Feb	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 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By May 2024, the percentage of K-2 students that score on or above level on the GRA/HMH assessment will increase by 10%. 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% .

Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 12% to a cumulative increase of 17% by June 2024.



Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to a cumulative increase of 23% by June 2024.



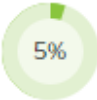
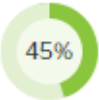




Performance Objective 5: Emergent Bilingual students in grades 1-5 will show an increase in the areas of listening, speaking, reading and writing by at least one proficiency level as compared to the 22-23 TELPAS ratings.

High Priority

Evaluation Data Sources: TELPAS scores

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide on going PD utilizing best practices of "7 Steps to Language Rich Classroom" book and the ELPS.</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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in the Summit K12, onlunge 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>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: EB coach will provide on going PD to ensure that components of Shelter 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 iteracy instrction for our ESL students.</p> <p>Staff Responsible for Monitoring: EB coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Goal 1: By May 2024, the percentage of K-2 students that score on or above level on the GRA/HMH assessment will increase by 10%. 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% .


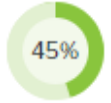


Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 12% to a cumulative increase of 17% by June 2024.

Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to a cumulative increase of 23% by June 2024.

Performance Objective 6: The percentage of students that are on track will increase by 7% on the TX-KEA assessment by May 2024.

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> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	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		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementing and providing appropriate literacy materials and refining balanced 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		
	Nov	Feb	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> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	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 6 Problem Statements:

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 1: By May 2024, the percentage of K-2 students that score on or above level on the GRA/HMH assessment will increase by 10%. 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% .

Goal 1 (B): The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 12% to a cumulative increase of 17% by June 2024.

Goal 1 (C): The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to a cumulative increase of 23% by June 2024.

Performance Objective 7: Emergent Bilingual 2nd through 5th grade students will use Summit K-12 to support their progress on TELPAS goals.



Evaluation Data Sources: TELPAS all domains scores







Goal 2: 90% or greater of students at Long Elementary will strongly agree or agree that they feel safe in school as evidenced by the social emotional screener given in May 2024.

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, Leadership Team, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Nov	Feb	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 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	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>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Nov	Feb	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>
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: 90% or greater of students at Long Elementary will strongly agree or agree that they feel safe in school as evidenced by the social emotional screener given in May 2024.

Performance Objective 2: 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 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>Title I: 2.6</p>	Formative		
	Nov	Feb	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>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	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>Title I: 2.6</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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	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 2: 90% or greater of students at Long Elementary will strongly agree or agree that they feel safe in school as evidenced by the social emotional screener given in May 2024.

Performance Objective 3: Implement after-school clubs and extra-curricular activities to provide all students with a well-rounded education to focus on non-academic goals for the social and emotional well-being of students.

High Priority

Evaluation Data Sources: Attendance rates
Discipline referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote students' social and emotional well-being by building awareness of overall health. This includes Red Ribbon Week, Character Counts Week, Bullying Prevention Month, and Mindful Mondays.</p> <p>Strategy's Expected Result/Impact: Create a positive experience for students.</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create and schedule meeting dates and have an application process with teacher's referral.</p> <p>Strategy's Expected Result/Impact: Create a positive experience for students and staff through bonding relationship.</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		
	Nov	Feb	June


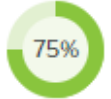


Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote social, emotional, physical, and behavioral skills to successfully navigate life experiences with after-school clubs such as Girls on the Run and Men in the Making.</p> <p>Strategy's Expected Result/Impact: Create a positive experience for students and teach them life experiences.</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		
	Nov	Feb	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 2: 90% or greater of students at Long Elementary will strongly agree or agree that they feel safe in school as evidenced by the social emotional screener given in May 2024.

Performance Objective 4: Implement a tracking and incentive program for attendance.

High Priority

Evaluation Data Sources: Attendance data

Strategy 1 Details	Formative Reviews		
<p>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</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>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</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a Tardy Tracker to display in the classroom</p> <p>Strategy's Expected Result/Impact: Create a positive experience for students and staff through bonding relationship.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	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 4 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>











Goal 2: 90% or greater of students at Long Elementary will strongly agree or agree that they feel safe in school as evidenced by the social emotional screener given in May 2024.

Performance Objective 5: 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 Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School counselor will 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>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			


Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will provide students with Texan Bucks 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> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	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>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Long will have a school store for students to purchase items using their Texan Bucks.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: All staff members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	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 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.

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</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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional and ESL Coaches 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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	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>	Formative		
	Nov	Feb	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
<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 2: Ensure that all Kindergarten-5th grade special education and general education teachers have additional intervention/remediation time for identified students.

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>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			



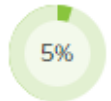




Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review IEP's accommodations and progress report data for EB and SPED students each nine weeks to ensure accurate implementation and to make adjustments as needed based on data.</p> <p>Strategy's Expected Result/Impact: Decrease the number of SPED failures by 5%</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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>
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






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>	Formative		
	Nov	Feb	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>	Formative		
	Nov	Feb	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>	Formative		
	Nov	Feb	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 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.

Evaluation Data Sources: Campus and District Assessments, Walk-through feedback forms





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 the Instructional Round framework by attending staff development. 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</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	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>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	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: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	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</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</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	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 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.

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> <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</p>	Formative		
	Nov	Feb	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		
	Nov	Feb	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>- 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		
	Nov	Feb	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 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. Strategy's Expected Result/Impact: Positive and unified campus culture Staff Responsible for Monitoring: Administration and Core Team</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
	N/A		
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. 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> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: EB Coach will host a Title III Parent Involvement activity to inform parents about the ESL program, TELPAS, and strategies to grow their English language at home</p> <p>Strategy's Expected Result/Impact: Parent Involvement and increased volume of language and vocabulary development</p> <p>Staff Responsible for Monitoring: EB Coach</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus will host parent informational nights and family events</p> <p>Strategy's Expected Result/Impact: Increase parent campus involvement</p> <p>Staff Responsible for Monitoring: Staff and Administrator</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Long will acknowledge students who demonstrate extraordinary character traits as the Top Texans of the month.</p> <p>Strategy's Expected Result/Impact: Positive and unified campus culture</p> <p>Staff Responsible for Monitoring: Teacher and Admin</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	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 3 Problem Statements:

Perceptions

Problem Statement 1: Parents state that attending afterschool trainings, events, meetings, etc. are difficult for them. **Root Cause:** 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.

State Compensatory

Budget for Jane Long Elementary

Total SCE Funds: \$17,578.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

--

Title I

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

The campus improvement plan will be posted to the campus website and presented to parents during the annual Title one meetings. The plan will be available in english and spanish.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ivette Rios Perez De Leon	Computer Lab Aide position	Title I	1.0
Jasmine Stephan	Instructional coach/CTC	Title I	1.0

Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Amey Frazier	Principal
Administrator	Katelyn Spano	Assistant Principal
Non-classroom Professional	Nakia Thompson	Instructional coach
Non-classroom Professional	Alissa Scanlin	Instructional coach
Non-classroom Professional	Flor Shaw	Instructional coach
Non-classroom Professional	Christina Hampton	Counselor
Non-classroom Professional	Lakursha Vykukal	Librarian
Classroom Teacher	Kandace Bozeman	Kindergarten representative
Classroom Teacher	Lourdes Carmona	First grade representative
Classroom Teacher	Jasmine Stephan	Second grade representative
Classroom Teacher	Mary Jones	Third grade representative
Classroom Teacher	Traci Gupton	Fourth grade representative
Classroom Teacher	Alexis Chavarria	Special education representative
Community Representative	Karen McDougal	Community Business Owner
Parent	Brittany Brown	Parent
Paraprofessional	Destiny Greenwood	ParaProfessional
Classroom Teacher	Ashley George	Teacher
Classroom Teacher	Madison Lemkowitz	Fifth grade Teacher
District-level Professional	Dr. Rosemary Anthony	District Level professional

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coach		\$85,134.39
1	1	4	Tutor and Extra Duty Pay		\$10,000.00
1	1	5	Computer Aide to support instruction		\$39,896.40
1	1	5	Online subscription fees		\$9,404.00
1	1	6	Awards		\$810.21
1	2	4	Tutors		\$11,405.00
Sub-Total					\$156,650.00
Budgeted Fund Source Amount					\$156,650.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutor and Extra Duty Pay		\$11,484.00
Sub-Total					\$11,484.00
Budgeted Fund Source Amount					\$11,484.00
+/- Difference					\$0.00
Grand Total Budgeted					\$168,134.00
Grand Total Spent					\$168,134.00
+/- Difference					\$0.00