

LONG EL

Campus Improvement Plan

2011/2012

Date Reviewed:

Date Approved:

LONG EL

Mission

It is the mission of Long Elementary to produce college, career and workforce ready students that will succeed.

Vision

Long Elementary will mold students to become life long thinkers and problem solvers. This vision will be accomplished through high expectations and rigor in the classroom that is implemented by a highly qualified staff.

Nondiscrimination Notice

LONG EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

LONG EL Site Base

Name	Position
Ayala, Amanda	Third Grade Teacher
Briones, Dominga	Community Representative
Castillo, Cynthia	Assistant Principal
Davila, Deborah	Fourth Grade Teacher
Escarcega, Anna	Parent
Guadiana, Nellie	Parent
Jensen, Eliza	District level
Leatherman, Holly	DEIC
Mitchell, Becky	First Grade Teacher
Montez, Santiago	Counselor
Romero, Eleazar	Business Representative
Rountree, Cynthia	Second Grade Teacher
SoRell, Russell	Community Representative
Utley, Alicia	Fifth Grade Teacher
Warren, Damaris	Kinder Teacher

LONG EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 1. Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide character education to students. (Title I SW: 1,3,4,6,7,10) (Target Group: All) (NCLB: 4)	Campus Staff, Counselor(s), Principal	August 2011-May 2012	(F)Title IV Safe and Drug Free	Number of referrals
2. Implement a discipline plan that focuses on students behavior and redirecting students to make good choices. (Title I SW: 1,3,4,6,7,9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal, Teacher(s)	August 2011-May 2012	(F)Title IV Safe and Drug Free	Number of referrals to office and new pathways. Conduct grades
3. Important information in regards to school updates will be communicated through the use of the Alert Now system. (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s)	August 2011-May 2012	(F)Title IV Safe and Drug Free	Number of messages sent to reach parents.

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Goal 1. Maintain safe and secure learning environments for all students

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff members will be CPI certified. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 3,4)	Director of Special Education, Teachers, Special Ed	August 2011-August 2012	(F)IDEA Special Education, (F)Title IV Safe and Drug Free	Number of restraints forms filled out for the year.
2. Visitors on campus must come through the office and have their license scanned through the raptor system. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Parent Liason, Principal, Receptionist	August 2011-May 2012	(F)Parental Involvement, (F)Title IV Safe and Drug Free	Number of vistors that have gone through the raport system.
3. Provide training to staff on crisis management skills and codes. (Title I SW: 1,4,10) (Target Group: All) (NCLB: 4)	Instructional Staff	August 2011	(F)Title IV Safe and Drug Free	Number of fire drills and other drills done during the school year.

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Goal 1. Maintain safe and secure learning environments for all students

Objective 3. Maintain strategies for Energy Conservation and Recycling Management Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue recycling programs on campus. (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Climate Committee, Custodial Staff	August 2011-May 2012	(F)Title IV Safe and Drug Free	Coordination of program through the use of student council.
2. Continue to follow district operations conservation plan that address electrical and gas conservation. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 4)	District Operations, Principal	August 2011-May 2012	(L)Local	Number of field trips taken during the year.

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Goal 1. Maintain safe and secure learning environments for all students

Objective 4. Provide opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff members will participate in Health Fair. (Title I SW: 1) (Target Group: All) (NCLB: 4)	District Nurse, Nursing Department, Principal, School Nurse	February 2012	(F)Title IV Safe and Drug Free	Number of staff members participating in Health Fair.
2. All students will participate in fitness gram. (Title I SW: 1,3) (Target Group: All) (NCLB: 4)	Athletic Director, TOT-PE Teachers	May 2012	(F)Title IV Safe and Drug Free	Formative - Results of fitness gram.

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 1. Provide opportunities for all parents to participate in activities as a partner in their child's educational process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Familiarize parents with school curriculum and assessments. STAAR information meeting, Open House, Parenting sessions (Title I SW: 1,6,10) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Instructional Facilitators, Principal, PTA, Teacher(s), TOT-PE Teachers	August 2011-2012	(F)Parental Involvement	Sign in sheets from parents participating sessions. Number of PTA memberships.

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 2. Provide academic information to parents on the progress of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Friday folders will be sent home every week with student's work. Parents will sign folders to assure they are reviewing the work. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,5)	Teacher(s)	August 2011-2012	(F)Parental Involvement	Communication with parents on folders.
2. Progress reports will be sent home every 3 weeks to communicate academic performance of students. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,5)	PE Teachers, Principal's Secretary, Teacher - GT / AP, Teacher(s), Teachers, Special Ed	every 3 weeks during the school year	(F)Parental Involvement	Formative - Grades on progress reports.
3. Reports cards will be sent home every 9 weeks. Awards assemblies will be held every 9 weeks to recognize student achievement. Parents will be invited to all award assemblies. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Principal, Principal's Secretary, Teacher - GT / AP, Teacher(s), Teachers, Special Ed	Every 9 weeks during the school year	(F)Parental Involvement	Formative - Grades on reports cards. Number of parents attending awards assemblies.

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 3. Provide opportunities for community members to partner with HCISD in the education of our students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Community members will be asked to help recognize students. Certificates will be provided to recognize student achievement. Jason's Deli, Sonic, Texas Road House, Gatti's, Olive Garden, Stars. (Title I SW: 1) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s)	August 2011-May 2012	(L)Harlingen Chamber of Commerce	Formative - Number of awards given to students.

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 1. Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff members will be trained in critical areas of instruction. (STAAR, CPI, teaching techniques, behavioral strategies, technology in the classroom) (Title I SW: 1,3,4) (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Behavior Specialist, Campus Technologist, Director of Staff Development, Instructional Facilitators, Principal, Teacher(s)	August 2011-May 2012	(F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free	Implementation of staff development strategies in the classroom. (Walk-throughs)

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 2. Stay abreast of current technological trends that affect student learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use campus technician to help keep teachers informed on new changes in the area of technology. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 3)	Campus Technologist, Director of Technology, Instructional Facilitators, Principal, Teacher(s)	August 2011-2012	(F)Title IID Technology	Use of new technology in the classroom.

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 3. Administrators will attend conferences to stay current with curriculum, testing, and school law.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators will attend law conference, STAAR conference, and summer TEP SA. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Principal	August 2011 - June 2012	(F)Title IIA Principal and Teacher Improvement	Effectiveness of programs implemented by the administrators.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze students growth through assessments. (TPRI, STAAR, TELPAS, DCA's, benchmarks) (Title I SW: 1,8) (Target Group: All, LEP) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	August 2011- May 2012	(F)Title I, (F)Title III Bilingual / ESL	Summative - Percentage of students showing growth on assessments.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 2. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement a rigorous curriculum that include activities in the classroom that have more depth and complexity. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	August 2011-May 2012	(F)Title IIA Principal and Teacher Improvement	Walk throughs, lesson plans, grade level meetings

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 3. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will follow district YAGS. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Instructional Staff, Principal	August 2011-May 2012	(L)Local	Formative - Results on DCA's

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Allocate resources to support high quality instruction based on student needs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Interventions will be provided for students who are not being successful on assessments and in the classroom. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Instructional Facilitators, Instructional Staff, Principal	August 2011-May 2012	(F)Title I	Grades on assesments and on progress reports.
2. IEP's of all special education students will be followed to ensure that the students are mastering their goals. (Title I SW: 1,3) (Target Group: SPED) (NCLB: 3)	Assistant Principal(s), Principal, Teachers, Special Ed	August 2011-May2012	(F)IDEA Special Education	Formative - Number of goals mastered by the students.
3. GT students will be challenged through an accelerated curriculum. (Title I SW: 1,3,10) (Target Group: GT) (NCLB: 1,3)	Director of Advanced Academic Services, Principal, Teacher - GT / AP	August 2011-May 2011	(L)Local, (O)Outside Community Resources	Formative - Performance of GT students in the classroom, on assessments, and on projects developed.
4. Bilingual teachers will implement district bilingual program with fidelity to ensure success of the students. (Title I SW: 1,3,10) (Target Group: LEP) (NCLB: 1,2)	Assistant Principal(s), Coordinator for Special Programs, Instructional Facilitators, Principal, Teachers - ESL	August 2011-May 2012	(F)Title III Bilingual / ESL	Summative - Results of TELPAS test and LAS

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 5. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to use a systems of support within the school by utilizing available resources on campus. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	August 2011-May 2012	(F)Title IIA Principal and Teacher Improvement	Inservices and modeling provided by staff members on best practices.

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Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 1. Establish a culture in which students develop a vision of their post-secondary future

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Field trips to local universities will be encouraged. (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Counselor(s), Principal, Teacher(s)	April 2012	(L)Local	Number of field trips to universities.
2. Every week a university will be highlighted to promote college awareness. Students will become familiar with facts of various universities to encourage post secondary attendance. (Title I SW: 1,10) (Target Group: All) (NCLB: 5)	Assistant Principal(s), Principal	September 2011- May 2012	(L)Local	Students knowledge of universities.

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Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 2. Target all students to graduate career, workforce and college-ready

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A presentation on college awareness will be available for parents of fifth grade students. (Title I SW: 1,6) (Target Group: All) (NCLB: 5)	Director of Advanced Academic Services, Principal, Teacher(s)	November 2011	(F)Parental Involvement	Number of parents attending session.



Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

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|--------------|-------------------------|
| ● Enrollment | ● special populations |
| ● attendance | ● teacher student ratio |
| ● ethnicity | ● at risk atudents |
| ● gender | ● |
| ● mobility | ● |

See page 7 of the guide for probing questions related to Demographics.

Demographics

Long Elementary will continue to study their demographic data to ensure that all students are successful. Sub groups will also be monitored to ensure the best instructional practices are being used. The mobile population is being addressed through our district curriculum. This allows students to transition between schools in the district with minimal loss of instruction. Although the demographics at Long Elementary have changed throughout the years, the student expectations remain the same.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

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| ● TPRI | ● Report Cards |
| ● _____ | ● _____ |
| ● Stanford | ● Number of Retentions |
| ● _____ | ● _____ |
| ● TAKS | ● _____ |
| ● _____ | ● _____ |
| ● TELPAS | ● _____ |
| ● _____ | ● _____ |
| ● Progress Reports | ● _____ |
| ● _____ | ● _____ |

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- High scores in the areas of Reading, Math, and Science

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- Special education scores are at a high percent

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- Met AYP

- Recognized campus

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Needs

- Writing scores need improvement

- Number of non-readers in 1st and 2nd grade have to decrease

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Summary of Needs

- Work on writing skills campus- wide

- Work on reading skills in first and second grade

- Improve rigor in all grade levels to assure success on STAAR assessment

- Provide teachers with appropriate strategies and materials in classroom to change the way students are being taught

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- Provide students with interventions in the areas that they are struggling in.

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Student Achievement

This year Long Elementary has opened a writing lab to ensure that all writing skills are being taught to all of the students. We have purchased field guides that address the STAAR test and teachers have been inserviced. Materials with a higher level of rigor have also been purchased to align the curriculum to our new assessment. Teachers have been and will continue being sent to inservices to make sure that best practices are being used in the classroom. Administration will continue to do frequent walk-throughs to ensure that effective teaching is in place.



Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

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| <ul style="list-style-type: none"> ● Sign in sheets of school activities <hr/> <ul style="list-style-type: none"> ● Parent conferences <hr/> <ul style="list-style-type: none"> ● Number of parents involved in parent center <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● Number of Long Elementary students attending a different campus <hr/> | <ul style="list-style-type: none"> ● Number of request for open enrollment <hr/> <ul style="list-style-type: none"> ● Number of staff member want to transfer <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
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Long Elementary will continue to provide activities to promote an inviting and safe environment. Parents will be encouraged to attend functions and take an active part in their child's education. Academics will become part of the school culture where high expectations are embedded in our everyday activities.



Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

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| <ul style="list-style-type: none"> ● Teacher certifications <hr/> <ul style="list-style-type: none"> ● paraprofessional quali fiactions <hr/> <ul style="list-style-type: none"> ● Achievement data by teacher <hr/> <ul style="list-style-type: none"> ● PDAS <hr/> <ul style="list-style-type: none"> ● Staff mobility <hr/> | <ul style="list-style-type: none"> ● Professional Development Data <hr/> <ul style="list-style-type: none"> ● Retention rates <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
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See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Low mobility rate of staff

- all staff highly qualified

- all staff was inserviced on STAAR

- all staff is CPI certified

- All staff turns in progress reports and report cards to principal

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Needs

- Continue to attend inservices in areas of need

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- recruit more bilingually certified teachers

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Summary of Needs

- Increase the number of bilingually certified teachers to meet the needs of the LEP population

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- Continue to send all staff to trainings that improve instruction

- Continue to monitor the achievement of students in the classroom.

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The teacher is the most important person that directly effects the student's achievement. We will continue to hire highly qualified teachers that will work with all students so they will be successful and prepared. The goal of all educators is prepare our students for college, so we must lay a strong foundation in the early years. Long Elementary will continue to send teachers to inservices so they can keep abreast of new teaching techniques and how to deal with the needs of all children. We will continue to use mentoring, modeling, and peer teaching as a way to strengthen our teachers' capacities.



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

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| <ul style="list-style-type: none"> ● YAGS, DCAs ● _____ ● Lesson plans ● _____ ● Scope and sequence ● _____ ● beginning of the year assessments ● _____ ● technology ● _____ | <ul style="list-style-type: none"> ● interventions provided ● _____ ● special programs curriculum ● _____ ● _____ ● _____ ● _____ ● _____ |
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See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Long Elementary will implement the district's curriculum. The YAGS and DCAS will be used as a guide for the teachers. New materials that address STAAR have been purchased and will be use in the class to prepare the students. Grade level meetings will be held monthly to make sure curriculum is aligned. Lesson plans will be checked and walk-throughs will be done to assure that the curriculum is being followed.



Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
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Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

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| <ul style="list-style-type: none"> ● Parent participation in programs <hr/> <ul style="list-style-type: none"> ● Number of parent attending parental involvement <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● Mobility <hr/> <ul style="list-style-type: none"> ● number of function provided for parents <hr/> | <ul style="list-style-type: none"> ● PTA membership <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> <ul style="list-style-type: none"> ● <hr/> |
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See page 12 of the guide for probing questions related to Family and Community Involvement.

Our school will continue to provide activities that involve the student's family, such as meet the teacher, open house, PTA programs, parental breakfast, PTA dances, Texas PSW activities, and 5th grade college awareness night.



Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

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|--------------------|---------|
| ● Duty rosters | ● _____ |
| ● _____ | ● _____ |
| ● Master Schedule | ● _____ |
| ● _____ | ● _____ |
| ● School Map | ● _____ |
| ● _____ | ● _____ |
| ● Support services | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Organized schedules

- Built in tutorials twice a week

- Consistant duty schedule

- administrators on duty before school, at lunch time, and after school

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Needs

- More space in building to provide intervention for small groups

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Summary of Needs

- More space to provide interventions to small groups

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Long Elementary will continue to provide schedules that optimize instructional time in the classroom. Time for intervention will be provided during the school day twice a week. Duty schedules will reflect supervision of students at all times for safety purposes.



Comprehensive Needs Assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
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Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | | |
|-----------------------------------|---|-------|
| ● STAR CHART | ● | |
| _____ | ● | _____ |
| ● Teacher inservice | ● | _____ |
| _____ | ● | _____ |
| ● Assessment of technology skills | ● | _____ |
| _____ | ● | _____ |
| ● | ● | _____ |
| _____ | ● | _____ |
| ● | ● | _____ |
| _____ | ● | _____ |

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- All grades are posted on-line

- All teachers are provided with a laptop

- All students will attend the computer lab

- fifth grade students will participate in Academic Olympics Media competition

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- Use DMAC program to assess students needs

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- Use TPRI monitoring tool to intervene where students are weak.

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Needs

- Continue to attend inservices to keep up with latest technology

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Summary of Needs

- Continue to attend inservices to keep up with the latest technology

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Long Elementary will continue to provide training in the area of technology. We will provide teachers with the latest equipment in the classroom to keep up with the 21st century learning. Students will be exposed to technology by having access to computer labs and computers in the classrooms. 5th grade students will continue to participate in the multimedia competition.

Demographics

Plan to meet the needs of all populations

Enhance support for mobile population

Continue to assure there is time for collaboration among staff and teachers

Continue to monitor attendance of students and staff

Review participation rate in programs

Continue to support at-risk population

Encourage parent participation

School Culture and Climate

Showcase our school through the use of the media and channel 17

Curriculum, Instruction and Assessment

Need to provide our teacher with materials that address the new assessment STAA

GT curriculum need to have some alignment with the regular curriculum

provide intervention for students that are uniform across the district

School Context & Organization

More space to provide interventions to small groups



Student Achievement

Work on writing skills campus- wide

Work on reading skills in first and second grade

Improve rigor in all grade levels to assure success on STAAR

Provide teachers with appropriate strategies and materials in classroom to change the way students are being taught

Provide students with interventions in the areas that they are struggling in

Teacher Quality

Increase the number of bilingually certified teachers to meet the needs

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Continue to send all staff to trainings that improve instruction

Continue to monitor the achievement of students in the classroom.

Family & Community Involvement

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Provide more opportunities for parents to attend functions.

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Technology

Continue to attend inservices to keep up with the latest technology

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