

LONG ELEMENTARY

Campus Improvement Plan

2011/2012

*"I will treat others the way I want to be treated,
and I will always do my best."*

Date Reviewed: 09/06/11

Date Approved: 09/27/11

LONG ELEMENTARY

Mission

The Jane Long Elementary School Staff believes that all students can learn. To ensure that all students are successful, we will provide the necessary academic skills and rigor in a positive, supportive environment which edifies, strengthens, develops the whole child, and motivates students to attain their maximum potential, so each one becomes a productive member of society.

Vision

All staff members will accept the responsibility of ensuring that each child masters the essential academic skills necessary for success at each grade level and the positive behaviors of a productive citizen. Instructional experiences and high expectations will motivate and assist students toward academic excellence.

Nondiscrimination Notice

LONG ELEMENTARY 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 ELEMENTARY Site Base

Name	Position
ARROYOS, DIANA	Teacher (5th Grade)
BURGE, NICOLE	Teacher (1st Grade)
DEERFIELD, TASHA	Teacher (6th Grade)
DUMAS, JAMES	Teacher (4th Grade)
DURAN, LORENA	Parent Member
FREIDENBLOOM, BRIAN	Parent Community Member
GARCIA, IRENE	District Administrator (Math)
HALL, LINDA	Administrator (Principal)
HARRISON, SHEA	Teacher (3rd Grade)
KYLE, CANDRA	Teacher (Kindergarten)
LUJAN, ERICA	Home School Liaison
MOODY, GEORGE	Community Business Member
NICKELL, CRISTA	Support Staff (Reading Specialist)
O'HEARN, STACY	Teacher (Pre-Kindergarten)
PRUITT, SHEILA	Administrator (Assistant Principal)
SEEREY, DANNA	Support Staff (PE Coach)
VILLA, RACHEL	Teacher (Bilingual)
WILCOX, SHELIA	Teacher (2nd Grade)

Resources

Resource	Source	Amount
Bilingual Education	Federal	\$21,272
IDEA Special Education	Federal	\$151,244
Title I	Federal	\$107,968
Local Funds	State	\$2,206,587

Comprehensive Needs Assessment for Long Elementary

THE COMPREHENSIVE NEEDS ASSESSMENT WAS REVIEWED BY THE CAMPUS EDUCATIONAL IMPROVEMENT COMMITTEE (CEIC) ON May 25, 2011 and September 6, 2011.

Jane Long Elementary is committed to continuous improvement of the quality of education and academic achievement for our students, as we strive to support the goals of the Midland Independent School District Board and the state's education goal of "equity and excellence in achievement for all students." The purpose of the CNA is to disaggregate data in order to implement an effective Campus Improvement Plan that improves the performance of all students.

Data Sources Examined

- *AEIS (Academic Excellence Indicator System) Reports, Historical & Current
- *Federal Accountability for AYP
- *TAKS Data
- *TELPAS Data
- *District PEIMS Reports
- *District Disciplinary Data
- *Parent Surveys
- *Benchmark Testing Data
- *Fountas & Pinnell Data
- *Read 180 & System 44 Data (SRI, SPI & Rskills tests)
- *Kindergarten & First Grade Observation Surveys
- *Tejas Lee Data/STAR Early Literacy, STAR Reading, & STAR Math
- *Scholastic SRI & SPI testing
- *FasttMath Data
- *Fountas & Pinnell Reading Level Data
- *Tier I & II program effectiveness
- *STAT, Special Education, and Dyslexia Referrals
- *Parent Volunteer Records
- *SchoolNet Data
- *Woodcock-Munoz Data
- *English in a Flash & Imagine Learning Data
- *Walk-Through Data
- *PDAS Data
- *Technology hardware survey
- *Technology teacher proficiency results
- *Accelerated Math Data
- *Accelerated Reader Data (3rd, 4th, & 6th grades)
- *Fitness Gram

MAJOR FINDINGS

Based on the disaggregation of data from the above sources, the Campus Improvement Committee reviews and approves goals, objectives, and strategies for the Campus Improvement Plan which reflect the following findings:

STRENGTHS:

- * Jane Long Elementary achieved Recognized status from TEA, using 1 Exception for Reading (Economically Disadvantaged).
- * Jane Long Elementary achieved Recognized Commended percentages in all areas.
- * Hispanic subgroups were exemplary in 4th grade writing.
- * 35% of our LEP students were Commended in Reading and Math.
- * 30% of all students taking Science TAKS were Commended and 33% of the Hispanic subpopulation were Commended.
- * Attendance exceeds the state (95.6%) and district (94.7%) standard with 96.7% (up from 96.1% last year) and has been ranked #2 in the district.
- * All campus teachers are highly qualified.
- * Inclusion with the Balanced Literacy Collaborative, specifically with bilingual K-5th grade teachers & 4th grade reading teacher; support by Collaborative coaches.
- * Teachers and administration communicate regularly with parents via newsletters, notes, conferences, and phone calls.
- * Campus facilities are well maintained.
- * Increased parent involvement and growth of the parent portion of the Jane Long PTA
- * Kid's Hope Mentoring Program (30+ adult mentors for at risk students)
- * Partners in Education with Crestview Church, Rays of Hope, DCP
- * College visits by 6th graders
- * Out of town educational field trips, 2nd-6th grades
- * Literacy Recognition
- * Accelerated Reader in 3rd & 6th grades
- * Full implementation of Read 180 and System 44 in 4th-6th grades
- * Use of Project SHARE for the math framework, assessments, and bundled assessments
- * Use of MISD Scope and Sequence for Reading framework
- * Use of C-Scope for all content areas
- * Cooperative Learning incorporating the new Bloom's Taxonomy
- * Math/Science/CATCH Night
- * Living Museum
- * Career Fair
- * Foster Grandparents for kindergarten and 1st (not all classrooms)
- * 6th grade Intramural sports competitions with Travis Elementary as behavior incentive each 6 weeks.
- * Opportunity Camp for 5th & 6th graders
- * 6th Grade Student Council
- * 4th-6th Grades Self Managers
- * Top Dog 6 week incentive activities
- * Continuation of the Weekend Food Program "Crestview Cares"
- * After School Tennis
- * 6th Grade Strings program

CHALLENGES:

- * Preparing our students and staff for the new state assessment, STAAR
- * For the first time, Jane Long Elementary did not meet the required standards for the federal Adequate Yearly Progress, because of our Reading Economically Disadvantaged score of 78%. It is required that reading be at least 80% in all areas.
- * Meeting the needs of our students in Bilingual Education
- * Meeting the needs of our ELL population
- * Understanding and more effectively rating Bilingual students in TELPAS writing
- * Meeting the needs of our Economically Disadvantaged population
- * Meeting the needs of our African American population
- * Meeting the needs of our Special Education Population
- * More effective use of SchoolNet by administration and staff
- * Behavior Adjustment Class with new students
- * Continued Reduced reading support staff (moving campus reading specialist to full time Read 180)

- *Elimination of 4th grade bilingual teacher position
- *Elimination of the Title I Math Specialist position & math support for classroom teachers
- *Many teachers and grade levels relocated to new areas, with 1st grade rooms now being located in separate hallways
- *Implementation of the Balanced Literacy Collaborative, first year
- *Use of C-Scope as a framework for instructional development
- *Discipline increased greatly the last four weeks of school (more than entire year combined)
- *Greater use of our parent involvement/resource room and encouragement of more parent involvement within the classroom
- *Continued implementation of the Accelerated Math Program and use of the NEOs
- *Maintain classroom computers for students and the ongoing upgrades
- *Technology proficiency among all staff
- *Technology hardware updated to support software components and needs for additional computers
- *New implementation of Waterford Early Reading Program in kindergarten

SUMMARY:

Jane Long Elementary staff is documenting and disaggregating student achievement as measured by multiple data sources, including benchmark tests, achievement tests, and 2010-2011 TAKS tests. Jane Long staff and students are striving to meet academic proficiencies in all subject areas, as well as greater Commended Performance percentages by individual students. This year, our campus is continuing to specifically target reading, math, science, and writing in all grade levels by providing additional instruction and time during S.H.I.N.E. ("See How I Now Excel") Intervention for our most "at-risk" students, as well as enrichment for all students. Part-time Reading specialist/coach, funded through Title I (.5) will work in the classrooms, and with the classroom teachers, modeling, guiding, and supporting. Jane Long Pre-kindergarten through sixth grade students are incorporating technology, both in the classrooms and during computer lab instruction. Assisting our staff in this endeavor is our .5 (1/2 day) computer lab teacher, funded by Title I. Kindergarten will begin utilizing the updated Waterford Early Reading Computer Software program to strengthen letter/sound association, and blending of sounds, following staff development in June 2011. A second training on using the data will be held late fall 2011. A science lab is established to provide a depth of understanding and knowledge through hands on scientific materials for our pre-kindergarten through sixth graders. Special emphasis is targeted toward our fifth graders, both in the classrooms and during lab activities. In addition, enrichment through out of town field trips will be provided for second through sixth grade students to build background knowledge and experience, while addressing grade level TEKS. All allocated funding will be used to support student achievement.

A positive and safe climate within our campus is critical. When students feel safe and secure, they are more likely to exceed expectations and perform to the higher standards. This is being accomplished through student and parent ownership, a joint effort as we work together to make our school a place where pride is evident. Parents are involved in developing the Parent Policy and the Title I Compact, which are then given to all parents, campus-wide and posted on the Jane Long Elementary web site. We are working to reduce discipline referrals with the support of the counselor, office staff, and teachers. We have developed a schoolwide discipline plan, as well as grade specific plans.

Teachers are providing targeted assistance to those students who are at-risk and do not meet minimum expectations, as well as support for the teachers who serve these students. This is accomplished through small groups, built-in intervention times ("S.H.I.N.E."), enrichment, intervention through appropriate technology software programs, and after school and Saturday tutorials, funded through Title I and local funds.

According to the 2010-2011 TAKS scores, as reported by TEA, Jane Long Elementary is a Recognized campus with all but one rating reaching the absolute standard for Recognized status. With sixteen rated areas, all scores were in the Recognized range with the exception of Reading, Economically Disadvantaged (78%). All areas of accountability and subgroups met the Recognized requirement of having above 15% of the students score Commended Performance.

Specifically, we are striving to have all of our students achieve at or above grade level in the areas of reading, math, writing, science, and social studies.

At Jane Long Elementary, we value our highly qualified staff, encourage academic and classroom management skills through research based staff development, and take opportunities to recognize their achievements.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2011/2012 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

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Goal 1. Jane Long Elementary will support high academic standards.

- Objective 1.** 1. Students meeting minimum expectations will increase from 80% to 90% on various state and district assessments in all core subjects. Commended Performance for all students will increase by 10%.
- Objective 2.** 100% of Jane Long students will participate in learning environments that are safe, drug free, and conducive to learning, while promoting a healthy lifestyle.
- Objective 3.** 100% of Jane Long students will be exposed to post secondary enrichment activities. These activities are designed to raise students' awareness for future career and college opportunities.
- Objective 4.** The objective of the MISD Coordinated School Health Program is to improve the campus nutrition environment, ensure our students are physically active, and encourage our parents and staff to be positive role models.

Goal 2. Jane Long Elementary will uniformly use effective instructional strategies.

- Objective 1.** 100% of Jane Long students will be prepared for the 2012 STAAR state assessment. Students working below grade level will receive appropriate and strategic interventions.
- Objective 2.** Early childhood, elementary, and secondary administrators will collaboratively meet during the school year to provide smooth transitions from pre-kindergarten to elementary and elementary to junior high school.
- Objective 3.** K-5 bilingual teachers will become more knowledgeable on the MISD Bilingual Framework and the state/federal guidelines.
- Objective 4.** ELL students in 3rd-6th grade will improve their academic language through the daily use of the computer software program, English in a Flash (EIAF). ELL students in kindergarten-2nd grade will use Imagine Learning. Supportive books will also be checked out to the students for each of the progressive levels within the program 3rd-6th, and for vocabulary enrichment in 3rd grade.

Goal 3. Jane Long Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

- Objective 1.** 100% of Jane Long teachers will be highly qualified under the NCLB criteria.
- Objective 2.** 100% of Jane Long kindergarten through 6th grade teachers will be provided staff development opportunities to enhance their knowledge and skills to directly impact instruction and student learning.
- Objective 3.** Monthly recognition of all staff will take place in order to promote a collaborative working environment that ensures student success.

Goal 4. Jane Long Elementary will prepare technologically advanced students.

- Objective 1.** 100% of Jane Long Elementary teachers will meet instructional technology and proficiency goals as identified by the School Technology and Readiness (STaR) chart survey and 8th grade Technology TEKS.

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Objective 2. 100% of Jane Long Elementary classrooms will be equipped with a SmartBoard, projector, and document camera. Software updates will be managed to enhance classroom capabilities and to meet the needs of students.

Goal 5. Jane Long Elementary will provide facilities that support exemplary learning environments.

Objective 1. Jane Long will provide and maintain physical facilities that promote exemplary learning environments, while encouraging ownership and responsibility. Students and staff will be a part of the Jane Long family, promoting pride in the maintenance and use of the school facilities. All facilities will be used to the best of our abilities to provide appropriate instruction.

Goal 6. Jane Long Elementary will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. Jane Long Elementary will provide a minimum of 12 parent involvement opportunities encouraging parents to be an active part of their child's education.

Objective 2. Business and Partners in Education will be involved on the campus as a support for students academically, emotionally, and physically.

Goal 7. Jane Long Elementary will exercise fiscal responsibility.

Objective 1. Monthly discussion forums will be scheduled to review and reconcile all budget accounts.

Objective 2. 100% of Title I, special education, and bilingual funds, as allocated by federal, state, and district, will be used as allocated.

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Objective 1. 1. Students meeting minimum expectations will increase from 80% to 90% on various state and district assessments in all core subjects. Commended Performance for all students will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All students will receive individualized and diagnostic instruction to ensure student success. After school and Saturday tutorials will be provided (Title I \$5,000 and Local \$4,000). (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), CEIC members, Core Subject Teachers, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily S.H.I.N.E., Tutorials 10/11-4/12</p>	<p>(F)Title I - \$5,000.00, (L)Activity Funds, (L)SchoolNet Data, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds - \$4,000</p>	<p>Diagnostic evaluations from district adopted materials, district content area benchmarks, teacher observations, STAR Early Literacy, RenStar Math, Tejas Lee, EDL, Fountas & Pinnell, SRI, SPI, Accelerated Reading, Accelerated Math, and STAAR tests. Use of SchoolNet to analyze data.</p>
<p>2. Staff will analyze and disaggregate data to address students' individual strengths and weaknesses in order to drive instruction. Support will be provided by reading, math, science, writing, Balanced Literacy Collaborative, and technology specialist (Title I \$66,293). The Balanced Literacy coach is funded by Title I from Jane Long and Lamar Elementaries, as well as from district Bilingual funds. These collaborative funds are being used to enhance the Title I Schoolwide program at Jane Long Elementary. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), CEIC members, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Monthly "Be All You Can Be" Data Meetings</p>	<p>(F)Bilingual Education , (F)Title I - \$182,428.00, (L)Activity Funds, (L)SchoolNet Data, (O)Classroom Teachers, (O)Supplemental Materials, (S)Local Funds</p>	<p>District adopted assessments, Accelerated Math, Accelerated Reading, Rskills Tests (Read 180), C-Scope, state assessments, and student grades. Student STAR Math and literacy computer tests.</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Implementation of district adopted Scope and Sequence, C-Scope, Project SHARE, curriculum and resources with fidelity (Houghton-Mifflin Reading, Journeys, Holt McDougal Literature, EveryDay Math Pre-K-5th, CMP2 Math 6th, C-Scope Science, Language Arts, and Social Studies, Scott-Foresman Social Studies & Houghton-Mifflin English-Literacy Framework, 6+1 Writing Traits, ESL Avenues, EIAF, Springboard, Read 180, System 44, Imagine Learning K-2nd, REACH National Geographic Reading 3rd Grade). Pre-K will implement Frog Street, Core Knowledge, McRel Scaffolding Literacy and David Matteson Foundations of Early Literacy. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus Instructional Technologist, CEIC members, Core Subject Teachers, Director of Bilingual/ESL, Director of English Language Arts, Director of K-12 Literacy, Director of Math & Science, Exec. Dir. of Elementary Education, Instructional Facilitator, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department</p>	<p>Daily Lesson Planning</p>	<p>(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (F)Title IID Technology, (L)SchoolNet Data, (O)Classroom Teachers, (O)DMAC data, (O)Principal, (O)Special Education Teachers, (O)TEKScore data, (S)Local Funds</p>	<p>Diagnostic evaluations from district adopted materials, district content area benchmarks & unit assessments, teacher observations, teacher lesson plans, S.A.M. reports, STAR Early Literacy, Tejas Lee, DRA/EDL, STAR Math & Accelerated Math, DORA, DOMA Fountas & Pinnell, SRI, SPI, and TAKS. Use of SchoolNet data.</p>
<p>4. Students identified as Gifted/Talented in Kindergarten and 1st grade will be served through Project THINK and Quest, receiving enhanced instruction by a trained Gifted & Talented teacher and enrichment by classroom teachers. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: GT) (NCLB: 1,2,3,4,5)</p>	<p>Academic coaches, Core Subject Teachers, Director of English Language Arts, Director of K-12 Literacy, Director of Math & Science, Exec. Dir. of Elementary Education, Principal, Teacher(s), Teaching & Learning Department</p>	<p>S.H.I.N.E., K-1 2X week Project THINK</p>	<p>(L)SchoolNet Data, (O)Designated Funds, (S)Local Funds</p>	<p>TAKS scores & Commended percentages, District benchmark assessments, SchoolNet, lesson plans, and grade level meetings.</p>
<p>5. Kindergarten through 6th grade teachers will keep and update individual student profile information and meet to review on a 6 week basis. (Title I SW: 1,2,3,5,8,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Campus counselors, Instructional Specialist, Principal, Teacher(s)</p>	<p>August and every 6 weeks</p>	<p>(S)Local Funds</p>	<p>Data from data meetings, Assessment Wall meetings, benchmark assessments, and Balanced Literacy Collaborative data, including CIA and Data days.</p>

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Objective 1. 1. Students meeting minimum expectations will increase from 80% to 90% on various state and district assessments in all core subjects. Commended Performance for all students will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. All content instructional classrooms will post and utilize the reading and writing vertical alignment posters and strategies developed across the grade levels. Reading specialists and 4th grade writing teacher will provide ongoing staff development and guidance to classroom teachers. (Title I SW: 1,2,3,4,5,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), Core Subject Teachers, Instructional Specialist, Principal, Teacher(s)	Aug.2011 Staff Dev. 8/2011-5/2012	(F)Title I, (L)Instructional Resources & Media Services, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Students consistently refer to and use the posters during classtime. Students will also put the strategies in their class reading and/or writing journals. Teachers will post and refer to appropriate strategy posters as they align with current TEKS.
7. Students will be involved in grade level appropriate field trips that align with their TEKS. Out of town trips to enrich their experiences and background knowledge will be taken by 2nd graders to the Abilene Zoo (math, science, and social studies TEKS), 3rd graders to Carlsbad Caverns (science, writing and math TEKS), 4th graders to Fort Davis (Texas History, social studies, science and ELA TEKS), 5th graders to the Lubbock Science Spectrum (science and math TEKS and 5th grade science STAAR test), and 6th graders to Lubbock Texas Tech University (college readiness). Locally, students in Pre-K through 6th grade will participate in field trips such as 6th graders going to Midland College Science Extravaganza. (Title I SW: 1,2,6,10) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Counselor(s), Parent Liaison, Parent Volunteers, Principal, Superintendent(s), Teacher(s)	October 2011-May 2012	(F)Title I - \$10,000.00, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (S)Local Funds	All lesson plans will incorporate the content area TEKS, both before and after the trips. Integration of subject areas, especially writing as a follow-up. Students will increase their background knowledge to assist in their writing responses and reading comprehension.

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<p>8. Jane Long Elementary will be involved in the district wide Balanced Literacy Collaborative. Six teachers (5 bilingual) will be directly involved in the staff development, activities, meetings, and onsite visits. All other classroom teachers (K-5th) will be involved with the integration of the strategies and monthly meetings on campus. A Balanced Literacy coach will be shared .5 with Lamar Elementary. The principal, the assistant principal, and the Read 180 teacher will be a part of the Leadership Team. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Director of K-12 Literacy, Exec. Dir. of Elementary Education, Instructional Focus Group, Principal, Teacher(s), Teaching & Learning Department</p>	<p>8/16/11-5/2012, & monthly</p>	<p>(F)Bilingual Education , (F)Title I, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)District Staff, (O)District Trainers, (O)Principal, (S)Local Funds</p>	<p>Ongoing benchmark and other Reading/ELA assessments in K-5th, STAAR state assessment.</p>
<p>9. 2011 Reading TAKS results indicated that only 78% of the Jane Long Economically Disadvantaged students met absolute standard. We were able to use an "Exception" in the one area only to still maintain our Recognized status. Raising the student reading success will be promoted by Accelerated Reading in 3rd-6th grades, Read 180, System 44, SHINE intervention, English in a Flash, Imagine Learning, the .5 Title I Reading Specialist, and the Balanced Literacy Collaborative coach. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: ECD) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Director of Bilingual/ESL, Director of K-12 Literacy, Instructional Focus Group, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department, Team Leaders</p>	<p>August 2011 & throughout the fall & spring</p>	<p>(F)Bilingual Education , (F)Title I, (L)C-Scope Resource Bank, (L)SchoolNet Data, (L)Staff Development, (O)Accelerated Math Documents, (O)Classroom Teachers, (O)District Staff, (O)Principal, (O)Special Education Teachers, (O)STAR Math Reports, (O)STAR Reading Reports, (O)Supplemental Materials, (S)Local Funds</p>	<p>Use of data from various district benchmark assessments, Accelerated Reading data, Read 180/System 44 data and lexile levels, data from English in a Flash, and Imagine Learning.</p>

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Objective 2. 100% of Jane Long students will participate in learning environments that are safe, drug free, and conducive to learning, while promoting a healthy lifestyle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of the district and campus Crisis Management Plan. Implementation of campus wide discipline plans. Conduct regular fire and disaster drills. Meet with fire marshal following campus-wide inspection. (Title I SW: 4,9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), CEIC members, Counselor(s), Principal, Teacher(s)	Monthly Drills	(O)Classroom Teachers, (O)Principal	Crisis and fire drill reports, counselor reports, PEIMS discipline reports, district safety surveys, city fire marshal inspections, and regional safety teams.
2. Provide education on drug awareness and campus-wide safety programs, including "Protecting You, Protecting Me," and Life Center's "Impact" Program for 4th, 5th, and 6th grade Abstinence Program, Life skills for 6th graders and "Be Safe Bully" Prevention Pre-Kindergarten-5th grades. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Fall 2011, Jan. 2012, Spring 2012	(L)Activity Funds, (O)Classroom Teachers, (O)Principal, (S)Local Funds	District school safety survey, staff and counselor lesson plans, and counselor reports.
3. Establishment of a Texas Behavior Support Initiative (TBSI) Team to address appropriate behavioral interventions. NCI and TBSI strategies will be implemented. With the BAC class (Behavioral Adjustment) for the district on Jane Long campus, the number of staff members trained in Crisis Prevention Intervention (CPI) will be maintained. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	September 2011	(F)Title IV Safe and Drug Free, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Special Education records, staff development sheets and PEIMS reports. NCI Team certificates of completion of training.
4. Implementation of School-wide Discipline Plans, to include grade level specific plans, character building traits, and campus level plans. Sharing with parents and students at "Meet the Teacher" night August 18, 2011 and during school wide assembly on September 2, 2011. (Title I SW: 1,2,3,6,9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, Parent Volunteers, Principal, Teacher(s)	August 2011 & throughout the fall & spring	(S)Local Funds	Grade level discipline plans, Discipline Referrals, PEIMS data, SchoolNet, ITCCS data base.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Playing "The Beginning of a Hero" and "Bully Alert" pre-recorded stories for entire campus twice a week, from The Character Network, during morning announcements, by the counselor. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, Counselor(s), Principal	Twice a week morning announcements	(O)Classroom Teachers, (O)Principal	Discipline Referrals. P.E.I.M.S. data reports.
6. Acknowledging students visually through the character traits bulletin boards of students who display the monthly character trait and have been identified as the character "hero of the month" in each class. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Counselor(s), Teacher(s)	Monthly September 2011-May, 2012	(L)Activity Funds, (O)Classroom Teachers	Students being selected as the "hero of the month" for their class, with photographs on the bulletin board.
7. Designated 5th and 6th grade students will be involved in Opportunity Camp, Self Managers, and Student Council. Criteria is set and explained at the beginning of the school year, to allow all eligible students an opportunity to participate. 6th grade students will have the opportunity to earn the privilege to participate each 6 weeks in an aligned sports activity with another MISD school at designated locations. Sport aligns with instruction in PE. (Title I SW: 1,2,6,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, Core Subject Teachers, Counselor(s), Parent Liaison, Parent Volunteers, Principal, Special Ed Teachers, Teacher(s)	August 2011 & throughout the fall & spring	(F)Title IV Safe and Drug Free, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Documentation of students involved in these programs and dates of activities. Discipline referrals in 5th & 6th grades.

LONG ELEMENTARY

Goal 1. Jane Long Elementary will support high academic standards.

Objective 2. 100% of Jane Long students will participate in learning environments that are safe, drug free, and conducive to learning, while promoting a healthy lifestyle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>8. Students and parents will be able to participate in a "Math/Science/CATCH night" with activities to promote math and science activities that can be used at home and ways to encourage healthy eating. Games and activities for math and science will be demonstrated by all grade level teachers. The computer lab will be utilized to teach parents and students about healthy eating. Healthy snacks will be provided for parents and students to take home. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 1,4)</p>	<p>Campus Instructional Technologist, Dir. of Child Nutrition Services, Principal, Teacher(s)</p>	<p>September 29, 2011</p>	<p>(F)Title I, (O)Classroom Teachers, (O)Principal, (S)Local Funds</p>	<p>Parent sign in sheets</p>

LONG ELEMENTARY

Goal 1. Jane Long Elementary will support high academic standards.

Objective 3. 100% of Jane Long students will be exposed to post secondary enrichment activities. These activities are designed to raise students' awareness for future career and college opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students in grades 4th-6th will participate in a career interest program through Texas Workforce Commission in the computer lab using the Workforce website. (Title I SW: 1,2,3,5,6,9,10) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Campus counselors, Campus Instructional Technologist, Instructional Technology Dept., Principal, Teaching & Learning Department	October 2011-April 2012 weekly during Computer Lab	(F)Title I, (F)Title IID Technology	Students will have an understanding of their level of interest in particular professional fields. Documentation will be included in counselor and technologist lesson plans.
2. All students will be exposed to a variety of high school and college opportunities through discussions on campus, announcements, and visits to local high schools and colleges. Visits to Jane Long campus by junior and senior high school representatives. 6th graders will visit Texas Tech University 10/27/2011, as well as UTPB and Midland College. 6th grade students will go to Midland College for the Science Extravaganza. Additionally, 5th graders will go to the Lee High School science labs in October. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus counselors, Campus Instructional Technologist, Counselor(s), Principal, Teacher(s)	August 2011-June 2012	(L)Activity Funds, (O)Classroom Teachers, (O)Principal, (S)Local Funds	<ol style="list-style-type: none"> 1. 6th grade enrollment in junior high Pre-AP classes and electives 2. Lower high school drop out rates, and increased high school graduation rates 3. 5th grade visits to the high school science labs 4. Visit to Midland College (5th and/or 6th grade) 5. Visit to UTPB (6th grade) 6. High School Marching Festival (6th grade) 7. Visit to Texas Tech & Scavenger Hunt (6th grade) 8. Science Extravaganza at Midland College (6th grade)
3. Jane Long Elementary staff will foster college-ready awareness among students. Implementation of College Apparel Day, teacher college signs next to their classroom doors and, inclusion on teacher web pages. (Title I SW: 1,2,3,5,6,10) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Campus counselors, Family & Community Partnership Coordinator, Parent Liaison, Parent Volunteers, Principal, Teacher(s)	Monthly	(L)Activity Funds, (O)Classroom Teachers	Displays around the campus, web pages, and student discussion forms. Monthly drawings for college spirit.

LONG ELEMENTARY

Goal 1. Jane Long Elementary will support high academic standards.

Objective 3. 100% of Jane Long students will be exposed to post secondary enrichment activities. These activities are designed to raise students' awareness for future career and college opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Students in Kindergarten through 6th grade will participate with Junior Achievement related to social studies curriculum. Each student/class will receive 5 lessons from a University student trained in the Junior Achievement curriculum. (Title I SW: 1,2,4,6,10) (Target Group: All) (NCLB: 2,4,5)	Communities in Schools Case Manager, Core Subject Teachers, Exec. Dir. of Accountability, Exec. Dir. of Elementary Education, Instructional Facilitator, Parent Volunteers, Principal, Teacher(s)	Fall 2011 3rd-6th, Spring 2012 K-2nd	(L)Staff Development, (O)Classroom Teachers, (O)Grant funds	Students will expand their level of understanding and appreciation of various job and career opportunities, some in more depth. Jane Long students will be able to talk about community and job responsibilities.

LONG ELEMENTARY

Goal 1. Jane Long Elementary will support high academic standards.

Objective 4. The objective of the MISD Coordinated School Health Program is to improve the campus nutrition environment, ensure our students are physically active, and encourage our parents and staff to be positive role models.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement our Coordinated School Health Program. Supporting activities include CATCH night, parent and student activities, "Slow, Go, & Whoa," Jump Rope for Heart, lessons in the computer lab, and Fitness Gram Testing and results assessment. Pre-Kindergarten will use Healthy Living programs with the Extension Agency. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)</p>	<p>Campus Instructional Technologist, Dir. of Child Nutrition Services, Health Services Supervisor, Teacher(s)</p>	<p>9-29-11, & throughout school year</p>	<p>(F)Head Start, (F)Title IV Safe and Drug Free, (L)Staff Development</p>	<p>Observe students in physical activity that supports healthy food choices, Jump Rope for Heart, and Fitness Gram individual testing. Instruct students on use of the CATCH website and ChooseMyPlate.gov website; Third grade nutrition poster contest; MISD web pages</p>
<p>2. Jane Long Elementary will provide opportunities for implementation of game strategies and sportsmanship for students in all grade levels through Field Day with Pre-Kindergarten-3rd grades, Track Meet with other MISD schools in 4th, 5th, and 6th grades, and 6th grade Intramurals with Travis Elementary at the end of each six weeks. (Title I SW: 6,7,10) (Target Group: All) (NCLB: 4)</p>	<p>Assistant Principal(s), Counselor(s), Parent Volunteers, Principal, Teacher(s)</p>	<p>October 2011-June 2012</p>	<p>(F)Head Start, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (S)Early State PreKinder</p>	<p>Improved behavior as evidenced by increased numbers of students participating in good behavior activities. Evidence of good sportsmanship at school-wide and district wide activities. Evidence of students using game specific strategies taught by PE coaches.</p>

LONG ELEMENTARY

Goal 2. Jane Long Elementary will uniformly use effective instructional strategies.

Objective 1. 100% of Jane Long students will be prepared for the 2012 STAAR state assessment. Students working below grade level will receive appropriate and strategic interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students not performing on or above grade level will receive research-based interventions in the form of extended school days (after school tutorials and/or Saturdays, before school FasttMath tutorials in computer lab), STAR Reading test, SHINE Intervention time during the school day, Read 180, System 44, in class small group Early Literacy lessons by primary grade teachers trained in the use of intervention strategies, LLI small group instruction in K, 1st, & 2nd grades, push in interventions, Exploring Math, and/or computer based intervention (computer based Study Island, Accelerated Math, AIMS). Accelerated Plans for Literacy and Math. (Title I funds (\$5,000) and local funds \$4,000) for after school and Saturday tutorials. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All, SPED, AtRisk) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Daily</p>	<p>(F)IDEA Special Education, (F)Title I - \$5,000.00, (F)Title IID Technology, (L)SchoolNet Data, (O)Classroom Teachers, (O)DMAC data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds</p>	<p>District and campus level benchmarks, computer generated reports, teacher feedback, lesson plans, Star/Tejas Lee, EDL, Fountas and Pinnell, Read 180/System 44 SAM reports, Assessment Wall and Data meeting information, SRI, SPI, TAKS. Information will be taken from SchoolNet, Assessment Wall, SAM, A+ reports. Periodic Math Star test to reassess levels.</p>
<p>2. STAT committees will meet to review information on students in need of additional instructional and behavioral support. RTI will be in place on campus level. (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Campus counselors, Core Subject Teachers, Counselor(s), Instructional Specialist, Parent Liaison, Principal, Special Ed Teachers, Teacher(s)</p>	<p>Weekly</p>	<p>(F)Bilingual Education , (L)SchoolNet Data, (O)DMAC data, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials</p>	<p>Documentation of STATs & RTI timelines. Monitoring of interventions. Reports from Read 180/System 44, SAM, EIAF, SRI/SPI testing, Accelerated Math, Study Island, discipline reports, and observations of students by support staff and district personnel.</p>

LONG ELEMENTARY

Goal 2. Jane Long Elementary will uniformly use effective instructional strategies.

Objective 1. 100% of Jane Long students will be prepared for the 2012 STAAR state assessment. Students working below grade level will receive appropriate and strategic interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Students in kindergarten, first, and second grades will receive a personal book each six weeks (English or Spanish) that they can take home and keep. Community and school personalities will come and read the new book each six weeks (Title I funds \$4,500.00). Wells Fargo and Midland Need to Read will read to 1st graders and provide a personal book to every 1st grader on campus (September 23,2011). (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Family & Community Partnership Coordinator, Parent Liaison, Parent Volunteers, Principal, Teacher(s)</p>	<p>9/23/11 & Each 6 weeks</p>	<p>(F)Title I - \$4,000.00</p>	<p>Students will build personal libraries with 6 books each year in kindergarten, first, and second grades. Additionally, every first grader will add one more book from Wells Fargo.</p>
<p>4. Schoolwide Reading, Economically Disadvantaged student subpopulation, did not meet the "absolute standard" to be recognized (78% of 80%). The reading teachers will collaborate with the district coaches and the teachers in kindergarten through 5th grades will meet collaboratively with the Balanced Literacy Coach on a monthly basis and disaggregate data, plan for instruction using best instructional practices, and develop targeted intervention groups by objectives. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All, ECD) (NCLB: 1,2,3,5)</p>	<p>Academic coaches, Assistant Principal(s), Core Subject Teachers, Director of K-12 Literacy, Instructional Specialist, Principal, Teacher(s)</p>	<p>8/16/11-5/2012, & monthly</p>	<p>(L)Instructional Resources & Media Services, (L)Instructional Services, (L)Staff Development, (O)Classroom Teachers, (O)Principal, (O)TEKScore data</p>	<p>Documentation will be included in classroom teacher lesson plans and targeted intervention plans, and 85% of Jane Long Economically Disadvantaged students in 3rd-6th grades will meet the "absolute standard" in reading on the 2012 STAAR state assessment.</p>

LONG ELEMENTARY

Goal 2. Jane Long Elementary will uniformly use effective instructional strategies.

Objective 2. Early childhood, elementary, and secondary administrators will collaboratively meet during the school year to provide smooth transitions from pre-kindergarten to elementary and elementary to junior high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Junior High School counselor will coordinate with Jane Long Elementary counselor to share a presentation and question/answer session for 6th graders as they plan to select classes and electives for junior high school. Sixth grade students will have opportunities to visit the junior high schools and parents will have the opportunities to go through junior high school parent orientation. Sixth grade students will go to high school marching contest. Fifth grade students will go to the high school science labs to participate in science lab experiments. (Title I SW: 1,2,6,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Campus counselors, Counselor(s), Department Heads, Principal, Teacher(s)</p>	<p>October 2011, March & May 2012</p>	<p>(S)Local Funds</p>	<p>Parent sign in sheets, student degree plans</p>
<p>2. Early childhood director, elementary, and secondary administrators will meet on a regular basis to discuss alignment of curriculum and student expectations. (Title I SW: 1,2,5,8,9,10) (Target Group: All) (NCLB: 1,2,4,5)</p>	<p>Campus counselors, Counselor(s), Principal</p>	<p>9/30/11 & Fall 2011 & Spring 2012</p>	<p>(O)Principal, (O)Special Education Teachers</p>	<p>Agendas</p>

LONG ELEMENTARY

Goal 2. Jane Long Elementary will uniformly use effective instructional strategies.

Objective 3. K-5 bilingual teachers will become more knowledgeable on the MISD Bilingual Framework and the state/federal guidelines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will understand the importance of a strong and appropriate bilingual department, supporting all students, and in particular our ELL population. Staff will understand the importance of TELPAS and other formal assessments to identify language levels of ELL students. They will learn the difference between social and academic languages, and the importance and components of LPAC meetings. (Title I SW: 1,2,4,5,6,9,10) (Target Group: LEP) (NCLB: 1,2,5)	Assistant Principal(s), Campus counselors, CEIC members, Director of Bilingual/ESL, Director of Special Education, Parent Volunteers, Principal, Teacher(s), Teaching & Learning Department	September & monthly	(F)Bilingual Education , (O)Classroom Teachers, (O)Principal, (S)Local Funds	Certificates of training in the areas of LPAC, TELPAS, academic languages, staff development plans.
2. Teachers & administrators will conduct Beginning of the Year, Middle of the Year, and End of the Year LPAC meetings to discuss ELL student progress, program placement, and appropriate testing. (Title I SW: 1,2,4,6,10) (Target Group: ESL, LEP) (NCLB: 1,2,3,5)	Assistant Principal(s), Director of Bilingual/ESL, Parent Volunteers, Principal, Teacher(s)	9/13/11, 9/15/11, 2/12 & 5/12	(O)Classroom Teachers, (O)Principal	Certificates of staff training, LPAC minutes, LPAC rosters, and students meeting exit criteria.
3. Teachers will implement strategies from English Learners Proficiency Standards (ELPS) and ESL strategies. (Title I SW: 1,2,3,4,5,8,9) (Target Group: All, ESL, LEP) (NCLB: 1,2,3)	Academic coaches, Assistant Principal(s), Director of Bilingual/ESL, Principal, Teacher(s)	Fall 2011 & Spring 2012	(F)Bilingual Education , (F)English as a Second Language, (L)Staff Development, (O)Classroom Teachers, (O)Principal	Teachers of ELLs provide linguistically accommodated instruction to meet the language proficiency levels of their English learners, as evidenced in lesson plans, walk throughs (IFVs), and PDAS.

LONG ELEMENTARY

Goal 2. Jane Long Elementary will uniformly use effective instructional strategies.

Objective 4. ELL students in 3rd-6th grade will improve their academic language through the daily use of the computer software program, English in a Flash (EIAF). ELL students in kindergarten-2nd grade will use Imagine Learning. Supportive books will also be checked out to the students for each of the progressive levels within the program 3rd-6th, and for vocabulary enrichment in 3rd grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELL students in 3rd, 4th, 5th & 6th grades will work on computer program (EIAF) on a daily basis in classroom centers to improve their English academic language. Language acquisition will be supported through appropriate leveled books that promote academic language. (Title I SW: 1,2,3,8,9) (Target Group: LEP) (NCLB: 2)	Campus Instructional Technologist, Director of Bilingual/ESL, Teacher(s)	9/11-5/12 daily	(L)Instructional Resources & Media Services, (L)Instructional Services, (L)Staff Development, (O)Classroom Teachers	Computer generated student progress reports and documentation of EIAF books checked out from the library
2. Students in 3rd grade will use the supplemental National Geographic REACH textbooks to build vocabulary and background knowledge. These texts will be used by all bilingual 3rd graders, and as an intervention tool for English 3rd grade classrooms. (Title I SW: 1,2,4,8,9,10) (Target Group: ECD, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Academic coaches, Assistant Principal(s), Core Subject Teachers, Director of Bilingual/ESL, Director of K-12 Literacy, Principal, Teacher(s), Teaching & Learning Department	September 2011- June 2012	(L)Instructional Resources & Media Services, (L)Instructional Services, (L)Staff Development, (O)Classroom Teachers	Diagnostic evaluations from district reading benchmarks, Fountas & Pinnell, EIAF, and TAKS reading
3. Bilingual students in Kindergarten-2nd grades will use Imagine Learning software for thirty minutes daily. Select special education students will use Imagine Learning to support academic language. (Title I SW: 1,2,3,4,8,9,10) (Target Group: ESL, LEP, SPED) (NCLB: 1,2,5)	Academic coaches, Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, Director of Bilingual/ESL, Director of K-12 Literacy, Director of Special Education, Instructional Technology Dept., Principal, Teacher(s)	September 2011- June 2012	(F)Bilingual Education , (L)Staff Development, (O)Classroom Teachers	Students will show growth on the Imagine Learning weekly reports.

LONG ELEMENTARY

Goal 3. Jane Long Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 1. 100% of Jane Long teachers will be highly qualified under the NCLB criteria.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

LONG ELEMENTARY

Goal 3. Jane Long Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 2. 100% of Jane Long kindergarten through 6th grade teachers will be provided staff development opportunities to enhance their knowledge and skills to directly impact instruction and student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage and provide opportunities for teachers and administrators to enhance their knowledge and skills to directly impact instruction through staff development, conferences, and workshops. Encourage teachers and administrators to attend sessions that build knowledge and strategies for supporting ELL students. (Use of Title I funds for staff development and conferences \$3,000.00) (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,5)	Academic coaches, Assistant Principal(s), Campus Instructional Technologist, Instructional Specialist, Parent Liaison, Principal, Teacher(s), Teaching & Learning Department	During entire school year	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I - \$2,000, (L)SchoolNet Data, (O)Principal, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds - \$1,000	Classroom management Lesson Plans Formal and informal walk throughs (PDAS & IFVs) Student achievement Intranet registration, conference confirmation, and staff development certificates
2. Waterford Early Literacy training, staff development, and support for kindergarten teachers as they implement the computer program to assist their students in phonemic awareness and early reading. Continue with staff development for second half of training during late fall 2011. (Title I SW: 1,2,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Campus Instructional Technologist, Instructional Facilitator, Instructional Technology Dept., Principal, Teacher(s)	September 2011- June 2012	(F)Title I, (L)Staff Development	By May 2012, kindergarten students will be reading on a Fountas & Pinnell reading level C.
3. All bilingual teachers and the fourth grade reading teacher, the Read 180 teacher, the Balanced Literacy coach, the principal and the assistant principal will be involved in the Balanced Literacy Collaborative. These staff members will participate in all day trainings as well as evening trainings and on campus site visits. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Academic coaches, Assistant Principal(s), Chief Compliance Officer, Bil/ESL, Director of Bilingual/ESL, Director of English Language Arts, Director of K-12 Literacy, Exec. Dir. of Elementary Education, Instructional Specialist, Principal, Teacher(s)	Aug.2011 Staff Dev. & 8/2011-5/2012	(F)Bilingual Education , (F)Title I, (L)C-Scope Resource Bank, (L)Staff Development, (O)Classroom Teachers, (O)District Staff, (O)District Trainers, (O)Principal, (O)STAR Reading Reports, (O)Supplemental Materials, (S)Local Funds	Ongoing benchmark and other reading/ELA assessments in K-5th, STAAR state assessment.

LONG ELEMENTARY

Goal 3. Jane Long Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 2. 100% of Jane Long kindergarten through 6th grade teachers will be provided staff development opportunities to enhance their knowledge and skills to directly impact instruction and student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. All 2nd grade teachers will be involved in after school and on-site staff development as part of the 2nd Grade Reading Initiative. Literacy components will be refined and transfer to classroom instruction. (Title I SW: 1,2,3,4,8,9) (Target Group: All) (NCLB: 1,2,3)	Academic coaches, Director of English Language Arts, Director of K-12 Literacy, Principal, Teacher(s)	September 2011-May 2012	(L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)District Staff, (O)District Trainers, (O)STAR Reading Reports	Evidence of growth by RenStar Literacy and reading assessments, and district unit and benchmark assessments.
5. Principal and Assistant Principal will appraise teachers on a regular basis through instructional focus walk-throughs and formal PDAS evaluations. They will access the online School Net instrument through iPads. This will allow input that will guide quality instruction and growth. Printed documents will be shared with the teachers. (Title I purchase of additional iPad \$668 plus \$39 for adapter to be used during staff development) (Title I SW: 1,2,3,4,5,9,10) (Target Group: All) (NCLB: 1,2,3)	Assistant Principal(s), Principal, Teacher(s)	September 2011-May 2012	(F)Title I - \$707	Formal PDAS appraisal documents on every teacher. Instructional Focus Visit Walk-throughs at least twice monthly on every teacher.
6. Applicants will be interviewed for positions based upon certifications, experience, and references. Teachers will be encouraged to gain ESL certification and show evidence of important strategies to support ELL students. (Title I SW: 1,2,3,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,5)	Academic coaches, Assistant Principal(s), CEIC members, Instructional Specialist, Principal, Teacher(s)	June 2011-August 2012	(F)IDEA Special Education, (F)Title I - \$66,293, (F)Title IID Technology, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (O)TEKScore data, (S)Local Funds	*Personnel criteria qualifications *Formal appraisals (PDAS) *Informal appraisals (IFV documentation) *ESL Certification *Supportive climate and culture within the classroom and on the campus *Use of ELPS flip charts for appropriate strategies

LONG ELEMENTARY

Goal 3. Jane Long Elementary will recruit, develop, and support highly motivated staff members who maximize student success.

Objective 3. Monthly recognition of all staff will take place in order to promote a collaborative working environment that ensures student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a series of team building activities during staff meetings and professional development. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Monthly, August 2011-June 2012	(F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials, (S)Local Funds	Documentation will be kept from grade level and vertical alignment planning feedback, campus and climate committee surveys, and materials from staff development.
2. Provide data driven decision staff development that encourages teachers to make instructional decisions directly linked to data ("Know thy data; know thy students."). Support, training, and guidance by the Balanced Literacy Collaborative. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,5)	Academic coaches, Assistant Principal(s), CEIC members, Instructional Specialist, Principal, Teacher(s)	Monthly, August 2011-June 2012	(F)IDEA Special Education, (F)Title I, (L)SchoolNet Data, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Grade level, 9th day planning, and vertical alignment planning minutes. Campus and climate committee surveys.
3. Teachers and administration will promote and encourage teacher interaction and encouragement as well as recognition of staff through "Be All You Can Be" activities. The superintendent will visit with the staff on October 26, 2011 during an after school staff meeting. (Title I SW: 3,5) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Campus counselors, Counselor(s), Principal, Superintendent(s), Teacher(s)	Daily from August 12, 2011-June 1, 2012	(O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Teachers will fill out an informational sheet that will be on a bulletin board out in the hall, so that students and parents have some personal insight concerning our staff. The 'Duck' Award will be presented and passed on at faculty meetings by other staff members in order to recognize staff who "go out of their way" as a member of the Jane Long staff.

LONG ELEMENTARY

Goal 4. Jane Long Elementary will prepare technologically advanced students.

Objective 1. 100% of Jane Long Elementary teachers will meet instructional technology and proficiency goals as identified by the School Technology and Readiness (STaR) chart survey and 8th grade Technology TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase the amount of technology based instruction, software (including site licenses, stand alone programs, and online access such as United Streaming, Fastmath, Building Blocks, Study Island, Bookflix, Accelerated Math, Accelerated Reading, Wiggle Works, Starfall.com, and Waterford for kindergarten), and staff development to meet SBEC technology standards. Support by the .5 Title I Technology Teacher. (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Assistant Principal(s), Campus Instructional Technologist, CEIC members, Exec Dir of Technology, Instructional Specialist, Principal, Teacher(s)</p>	<p>August 2011-June 2012</p>	<p>(F)IDEA Special Education, (F)Title I, (F)Title IID Technology, (L)SchoolNet Data, (L)Staff Development, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (O)Supplemental Materials, (S)Local Funds</p>	<p>"School Technology and Readiness" (STaR) Chart proficiencies, increased percentage of adequate technology in classrooms and computer lab. All staff will meet the passing standard on the district teacher technology proficiency test.</p>
<p>2. Provide campus based staff development on use of technology, the Internet and Intranet based programs, and software programs (Smartboard training, Gradespeed training, Online Attendance training, Web pages, use of Google Mail and Calendars). Provide district based staff development on the use of technology and available software programs (School Net). (Title I SW: 1,2,3,4,5,10) (Target Group: All) (NCLB: 1,2,3)</p>	<p>Assistant Principal(s), Campus Instructional Technologist, Instructional Specialist, Instructional Technology Dept., Principal, Teacher(s)</p>	<p>August 2011-Spring 2012</p>	<p>(F)Title I, (F)Title IID Technology, (O)Classroom Teachers, (O)Principal, (S)Local Funds</p>	<p>*Training and staff development certificates *Implementation of software and web based programs</p>

LONG ELEMENTARY

Goal 4. Jane Long Elementary will prepare technologically advanced students.

Objective 2. 100% of Jane Long Elementary classrooms will be equipped with a SmartBoard, projector, and document camera. Software updates will be managed to enhance classroom capabilities and to meet the needs of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Using Title I and Local funds, Jane Long Elementary classrooms will be kept up to date with technology. Currently, every classroom has student workstations, laptops, document cameras, projectors, and SmartBoards. For 2011-2012 we will add Student Response Systems, Webiview(Mobiview) in kindergarten, and an iPad for upper grade class projects. Funds will also be used to keep toner in printers for Accelerated Math and instructional use. (Title I funds: 1 iPad \$668; Local Funds: Student Response System & 1895). (Title I SW: 1,2,3,4,5,9,10) (Target Group: All) (NCLB: 1,2,3)</p>	<p>Assistant Principal(s), Campus Instructional Technologist, Instructional Technology Dept., Principal, Teacher(s)</p>	<p>September 2011-May 2012</p>	<p>(F)Title I - \$668, (S)Local Funds - \$1,895</p>	<p>Campus level technology inventory, district fixed asset inventories, classroom walk-throughs (IFVs & PDAS), fixed asset request sheets from teachers, deleted inventory.</p>
<p>2. 6th graders will create Power Points and/or Photo Stories to share an experience. Assistance by MISD technologist and use of some of their equipment. 6th graders will be instructed on the appropriate use, integration, and alignment of an academic blog. 2nd graders will research a character for their Living Museum with the assistance of classroom teachers, Title I Computer Technologist, and assigned 6th graders. (Title I SW: 1,2,3,4,5,10) (Target Group: All) (NCLB: 1,2,3)</p>	<p>Campus Instructional Technologist, Core Subject Teachers, Instructional Technology Dept.</p>	<p>Spring 2012</p>	<p>(F)Bilingual Education , (F)Title I, (L)Instructional Resources & Media Services, (L)Instructional Services, (O)Classroom Teachers, (O)District Staff</p>	<p>Projects will be presented by 6th graders. Responses and student input on 6th grade blogs. 2nd graders will present Living Museum April 12, 2012.</p>

LONG ELEMENTARY

Goal 5. Jane Long Elementary will provide facilities that support exemplary learning environments.

Objective 1. Jane Long will provide and maintain physical facilities that promote exemplary learning environments, while encouraging ownership and responsibility. Students and staff will be a part of the Jane Long family, promoting pride in the maintenance and use of the school facilities. All facilities will be used to the best of our abilities to provide appropriate instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All rooms in the building, including the seven adjacent portables, will be used appropriately for instruction. Two computer labs, the Read 180/System 44 room, a designated strings room, a Project THINK room, a science lab, 28 classrooms, and supporting offices will be set up and used for the designated purposes. All Pre-kindergarten and kindergarten classrooms are inside the main building with attached bathroom facilities. Two of the four 1st grade classrooms have attached restrooms. All grade levels are within the same general locale to provide instructional planning to the best of the facility accommodations, with the exception of the 4 first grade classrooms, which are in two separate hallways, and the third and sixth grade classrooms which are located in the portable buildings. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 1,4)</p>	<p>Assistant Principal(s), Director of Finance, Exec. Dir. of Elementary Education, Personnel Director, Principal, Superintendent(s), Teacher(s), Teaching & Learning Department</p>	<p>August 2011-June 2012</p>	<p>(F)Title IV Safe and Drug Free, (L)Instructional Services, (O)Classroom Teachers, (O)Local Budget Data, (O)Principal, (S)Local Funds</p>	<p>Monitoring of the classroom instruction and use of the facilities to support instruction.</p>
<p>2. All facilities and grounds surrounding the school will be kept well maintained and neat by all personnel and students. Students will be encouraged to take care of their school and will be recognized for their efforts. Custodians are recognized as an integral part of our school family and they work diligently to keep our school neat and attractive, encouraging school pride and ownership by all students and staff. The campus supports Keep Midland Beautiful through recycling and maintaining the grounds. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August 2011-June 2012</p>	<p>(F)Title IV Safe and Drug Free, (O)Classroom Teachers, (O)Principal</p>	<p>Evaluations by Maintenance and Grounds Departments, as well as by the principal.</p>

LONG ELEMENTARY

Goal 6. Jane Long Elementary will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. Jane Long Elementary will provide a minimum of 12 parent involvement opportunities encouraging parents to be an active part of their child's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Opportunities provided:</p> <ul style="list-style-type: none"> *Home School Liaison (Title I \$8,704) *On campus Head Start Parent Liaison *Grade Level PTA meetings and programs *Math/Science/CATCH Night *Bingo for Books *Parent Conferences *Coordination with MISD District Parent Liaison *Title I Parent Information meeting *Mothers' Day Tea (1st Grade) *Donuts for Dads *STEPS Conference *Grade level parent activities *Computer lab availability 4 times a month with parent volunteers to assist *Online access to student grades by both parent and student *Online access to campus web pages *Online access to Everyday Math *Online access to interactive math pages (6th grade) *Online access to Bookflix *Literacy Take-Home Bags *Online access to C.A.T.C.H. activities *Utilization of the Parent Connect phone calling system *1% of Title I funding toward district participation (\$1,080) (Title I SW: 1,2,6,7,9,10) (Target Group: All) (NCLB: 1,2,4,5) 	<p>Assistant Principal(s), CEIC members, Counselor(s), Family Service Worker, Instructional Specialist, Instructional Technology Dept., Principal, Teacher(s)</p>	<p>Frequently August 2011- June 2012</p>	<p>(F)IDEA Special Education, (F)Title I - \$9,784, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (O)Supplemental Materials, (S)Local Funds</p>	<p>Parental and community involvement will increase 20% on the campus and in grade level activities as evidenced by parents in attendance at various functions, CEIC minutes, CEIC parental involvement, Take-home folders, PTA membership and parent volunteers, 504s, STATs, ARDs, LPACs, and parental input.</p>

LONG ELEMENTARY

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Objective 1. Jane Long Elementary will provide a minimum of 12 parent involvement opportunities encouraging parents to be an active part of their child's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Provide all parents with information concerning Title I and how it effects Jane Long Elementary. Involve parents on the CEIC decision making committee for Parent Policy and Title I Compacts. Provide parent orientation and information meetings. (Title I SW: 1,2,6,10) (Target Group: All) (NCLB: 1,2,4)	Assistant Principal(s), Counselor(s), Director of Special Education, Family & Community Partnership Coordinator, Parent Liaison, Parent Volunteers, Principal, Teacher(s), Teaching & Learning Department	8/18 & 9/8 & Fall 2011 & Spring 2012	(F)Title I, (O)Classroom Teachers, (O)Principal	Student/Parent/Teacher/ Principal Compacts kept on file at campus and district levels. Agenda and sign-in sheets from meetings. Parent involvement will increase 20%.
3. Jane Long Elementary Office staff will ensure that all information going home with students is also translated into Spanish. Campus call outs using Parent Link will be in both English and Spanish. (Title I SW: 1,2,6,10) (Target Group: ESL, LEP) (NCLB: 2,5)	Assistant Principal(s), Campus counselors, Counselor(s), Parent Liaison, Principal, Teacher(s)	August 2011- June 2012	(F)Bilingual Education	Documentation of letters, memos, and information sent home in English and Spanish.
4. Parent Room will be designated and set up appropriately for parent use. Parent room will be located close to the office, and be an inviting and comfortable atmosphere for parents. Parents will be able to work in the room as well as meet for trainings. Internet connectivity will be provided in the Room 203 computer lab. (Title I SW: 1,2,6,7,10) (Target Group: All) (NCLB: 2,4,5)	Assistant Principal(s), Campus counselors, Counselor(s), Parent Liaison, Parent Volunteers, Principal	August 2011- June 2012	(F)Bilingual Education , (F)Title I, (O)Classroom Teachers, (O)Principal, (O)Supplemental Materials	Number of parent volunteers will be documented each month.
5. Jane Long Elementary Staff will provide a volunteer's luncheon in the spring to recognize contributions by parents, community, and business members. (Title I SW: 1,2,6,10) (Target Group: All) (NCLB: 2,4)	Assistant Principal(s), Campus counselors, Parent Liaison, Parent Volunteers, Principal, Teacher(s), Team Leaders	May 2012	(L)Activity Funds, (O)Classroom Teachers, (O)Designated Funds, (O)Principal, (S)Local Funds	Sign-in sheets from parents, community and business members attending the luncheon.

LONG ELEMENTARY

Goal 6. Jane Long Elementary will fully develop positive partnerships with Midland's community and business organizations.

Objective 1. Jane Long Elementary will provide a minimum of 12 parent involvement opportunities encouraging parents to be an active part of their child's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Parents will be able to work on computers and access the Internet in room 203 with a parent liaison or designated volunteer. Two days a month will be for Spanish speaking parents, providing assistance with programs and Grade Speed. Two days a month will be conducted in English. (Title I SW: 6,9,10) (Target Group: All) (NCLB: 2,4)	Campus Instructional Technologist, Family Service Worker, Parent Liaison, Parent Volunteers	28 sessions from Oct.6, 2011-April 27, 2012	(F)Bilingual Education , (F)English as a Second Language, (F)Title I	*Sign in sheets by parents and volunteers *More parent access to student grades on Grade Speed
7. Parents will be given access to the computer lab 4 times each month. Assisting the parents will be a parent volunteer who can help parents access Grade Speed and other critical information. A Spanish speaking parent will be in the lab two days a month to assist our Spanish speaking parents. (Title I SW: 1,2,6,10) (Target Group: All) (NCLB: 1,2)	Family Service Worker, Parent Liaison, Parent Volunteers	10/6/2011-4/27/2012	(F)Title I	Documentation of parents working on computers in the lab during each of the sessions. More parents will access their children's grades through Grade Speed.

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Goal 6. Jane Long Elementary will fully develop positive partnerships with Midland's community and business organizations.

Objective 2. Business and Partners in Education will be involved on the campus as a support for students academically, emotionally, and physically.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students in need of an adult mentor will be selected and involved in the Kid's Hope Mentoring Partnership. Students and mentors will be paired based on needs and compatibility. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,4)	Campus counselors, Counselor(s), Dropout Prevention Coordinator, Parent Liaison, Principal, Teacher(s)	September 2011-May 2012	(L)Dropout Prevention	Students will show improvement in the areas of attendance, academics, and behavior.
2. Students who show evidence of hunger will be a part of the Crestview Cares weekend food program. Students will receive a bag of supplemental food at the end of the school week to help with hunger over the weekends. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, Counselor(s), Parent Liaison, Parent Volunteers, Principal, Teacher(s)	September 2011-May 2012	(L)Dropout Prevention, (O)Classroom Teachers, (O)District Counselors, (O)Principal	Students will show improvement in the areas of attendance, academics, and behavior.
3. Campus staff and 6th graders will be involved in volunteering and supporting children experiencing grief through the partnership with Rays of Hope. Staff received a full day of staff development and 6th graders take a day field trip to the Rays of Hope facilities to participate in supporting this endeavor. (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, Core Subject Teachers, Principal, Teacher(s)	September 2011-May 2012	(L)Staff Development, (O)Classroom Teachers, (O)Principal, (S)Local Funds	Students will make products at Rays of Hope to provide comfort to children who are hurting through loss.

LONG ELEMENTARY

Goal 7. Jane Long Elementary will exercise fiscal responsibility.

Objective 1. Monthly discussion forums will be scheduled to review and reconcile all budget accounts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The CEIC will meet a minimum of six times to review the various budgets, staff development, new programs, and campus improvement plan. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Academic coaches, Assistant Principal(s), CEIC members, Instructional Specialist, Principal	Fall 2011- Spring 2012	(F)IDEA Special Education, (F)Title I, (F)Title IID Technology, (L)Activity Funds, (L)SchoolNet Data, (O)Designated Funds, (O)Local Budget Data, (O)Principal	CEIC minutes, budget accounts as reviewed on the iTTCS, Campus Improvement Plan (CIP) regular updates, campus staff development.
2. The campus administration will meet monthly to review and reconcile the various budgets, including local, Title I, and Activity Funds. Monthly Title I balance sheets will be submitted to the MISD Title I Coordinator. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal	8/2011-6/2012	(F)Title I, (F)Title IID Technology, (L)Activity Funds, (O)Local Budget Data, (O)Principal, (S)Local Funds	Using campus records and district data base, all budgets and functions will be used to support student achievement and kept in balance on a monthly basis. ITCCS data base, transfer sheets, purchase orders, warehouse requests, print shop requests, reconciled accounts.

LONG ELEMENTARY

Goal 7. Jane Long Elementary will exercise fiscal responsibility.

Objective 2. 100% of Title I, special education, and bilingual funds, as allocated by federal, state, and district, will be used as allocated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Using the Campus Improvement Plan Needs Assessment, all funding will be allocated according to student needs. (Title I SW: 1,2,3,4,5,6,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Principal, Teacher(s)	Daily	(F)IDEA Special Education, (F)Title IID Technology, (L)Activity Funds, (O)Designated Funds, (O)Principal, (S)Local Funds	CEIC minutes, account reconciliation, iTTCS data base records, SchoolNet, Title I, and local budgets district budget hearing.