

Abilene Independent School District
Early Childhood
2021-2022 Campus Improvement Plan



Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 6
 - Perceptions 7
- Priority Problem Statements 9
- Goals 10
 - Goal 1: Make classrooms more meaningful and relevant for students and teachers. 11
 - Goal 2: Develop a culture, climate and environment that values collaboration. 15
 - Goal 3: Build partnerships with local business and organizations. 19
 - Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff. 22
 - Goal 5: Meet or exceed all federal and state mandates. 24
- Comprehensive Support Strategies 28
- Additional Targeted Support Strategies 29
- Campus Funding Summary 30
- Addendums 32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Long Early Learning Center services the entire Abilene ISD district. It is an Early Childhood program for 3 and 4-year-old children, which serves qualifying families. The Early Childhood program houses a Federally funded Head Start, State-funded Pre-Kindergarten, Early Childhood Special Education (ECSE) classrooms, Regional School for the Deaf, and a Bi-Lingual class. The Early Childhood program also oversees 3 School Readiness Integration (SRI) programs, which are located at Day Nursery of Abilene.

We served 742 students (due to COVID 19 our enrollment was down during the 20-21 school year.) Of these, there are 70 students considered Limited English Proficiency, 81 students who qualify for special education, 67 who qualify as homeless, and 649 students which fall within the economically disadvantaged category.

The breakdown of ethnicity is as follows: African American-15.9%; Hispanic- 50.4%; White- 25.34%; American Indian- 0.13%; Asian 1.21%; Native Hawaiian/other Pacific Islander 0.00%, 2 or more races- 7.01%.

The Early Childhood program has 14 classrooms of 4-year-old Head Start, 6 classrooms of 3-year-old Head Start, 14 classrooms of 4-year-old Prekindergarten, 1 classroom of 4-year-old Bilingual, 9 classrooms of ECSE, 3 SRI prekindergarten classrooms, and there were no students enrolled in the Regional School for the Deaf during the 20-21 year.

Our mobility rate mirrors that of the community. Due to COVID 19 and parent apprehension to enroll in a public school system, there was a decrease in our program's total enrollment of 4-year-olds. This decrease allowed the program to enroll 3-year-olds, who are typically on a waiting list.

Demographics Strengths

Early Childhood has many strengths. Some of the most notable strengths include:

1. We have a variety of programs from which to serve many of the 3 and 4-year-old students within the Abilene community.
2. The Long ELC has a strong special education department.
3. Dyess Air Force Base is located within the AISD attendance zone. Many military families take advantage of the State's Pre-K program at Long Early Learning Center.
4. Long ELC has strong community partnerships, with approximately 70 formal/informal agreements.
5. Due to COVID 19, Long ELC converted 2 four-year-old classes into 3-year-old classes due to a decrease in enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The families of Long ELC have difficulty getting to school due to lack of transportation. **Root Cause:** City Bus transportation routes, AISD bus limitations, financial insecurity of families, large enrollment boundary

Problem Statement 2: The teacher population does not reflect all the demographics of students. **Root Cause:** The applicant pool of highly qualified candidates does not reflect the demographics of the different demographics of all students.

Student Learning

Student Learning Summary

Early Childhood assesses all general education students 3 times a year in the following areas: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition and Perceptual, Motor and Physical Development. Assessments align with the Head Start School Readiness Goals/Plan and Texas Prekindergarten Guidelines. Results of all assessments are discussed with parents during home visits and/or parent/teacher conferences. In addition to home visits and parent conferences, students' progress is also noted on academic summary reports that are sent home three times a year.

Formal data taken from the research-based online assessments, developmental screeners, and social/emotional screeners are analyzed on a consistent basis. The data is used to determine individual student growth, overall classroom growth, and areas of challenges for individual students, as well as classrooms and the program. Teachers use the data to develop lesson plans, individualization for students and small/large group activities to reteach/support/enhance instruction. If a child needs academic or behavioral support, a team of teachers and administrators meet (Student Support Team) to discuss the student's needs and strategies to meet those needs. Below is a comparison snapshot from Wave 1 (August 2020) to Wave 3 (April 2021).

CLI Engage Assessment	Beginning of Year Toward Expected Outcomes (Wave 1)	End of the Year Toward Expected Outcomes (Wave 3)	Average Growth from BOY to EOY
Approaches to Learning Average	82%	91%	9%
Social & Emotional Development Average	62%	76%	14%
Language & Literacy Average	45%	71%	26%
Cognition Average	57%	77%	20%
Perceptual, Motor, and Physical Development Mastery	66%	86%	20%

Student Learning Strengths

Early Childhood's dedicated staff is proud of the students' many achievements.

1. All children are screened using the ESI-R within 45 days of enrollment to assess their developmental levels/needs. (For most students, this is done in August/September.) Students who score in the "refer" or "re-screen" ranges on the ESI-R are assessed again in January. Results are disaggregated and used to drive classroom instruction and determine the focus for small group instruction. SST (Student Support Team) meetings are set up to discuss the needs of students with academic and/or social/emotional challenges.
2. Through the use of Conscious Discipline, students learn self-regulation and problem-solving skills needed to be successful in relationships in the classroom and throughout their lives. All students are screened using the eDECA from Conscious Discipline. This is a social/emotional screener that is completed by classroom teachers three times per year.
3. The Early Childhood Program has 13 CLASS Certified reliable observers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are coming in with less language. **Root Cause:** Technology in the households, less family engagement, lack of educational resources in the homes, Due to COVID 19 students did not have opportunities to go into the community and masks were a hindrance.

Problem Statement 2: Staff are lacking the depth in curriculum, School Readiness Goals, CLASS and Head Start Regulations. **Root Cause:** Lack of time to train staff, on the many components of our program, during their contract hours.

Problem Statement 3: Staff is in need of developmentally appropriate technology teaching strategies to help facilitate the needs of students. **Root Cause:** Students are coming to school with higher emotional needs and/or technology dependent.

School Processes & Programs

School Processes & Programs Summary

All staff members within the Early Childhood Program meet the Federal regulations and State *highly qualified* requirements resulting in students being surrounded by staff that hold high expectations for learning. All classrooms are taught by teachers certified to teach the populations in which they serve. All Head Start paraprofessionals hold a Child Development Associate certificate or are in the process of completing a CDA. Some assistants have an associate degree in Child Development.

Administrative staff feels that personal connections are important to enhance the staff quality and overall positive school climate. Faculty meetings and Professional Learning Community (PLC) meetings are designed to promote a family environment within the school setting. Mentor teachers are assigned to new staff members providing another layer of connection and support. Every teacher also has a "team" consisting of an Administrator, Instructional Coordinator, Mental Health Professional, Academic Coach, Social-Emotional Coach, Family Advocate/Social Worker, Nurse, and Attendance officer. This team helps to facilitate the teacher and the families as they work on the goals created at the first of every school year.

The Curriculum, Instruction, and Assessment focus of Early Childhood are correlated with the state PK guidelines, aligned with Kindergarten TEKS, the Head Start Early Learning Framework, and the HS Performance Standards. Classrooms follow the scope and sequence within the curriculum. A team of Long ELC teachers was formed to research a new curriculum. The State Prekindergarten Adoption is complete and Long ELC has selected Scholastic Curriculum for next school year. S

Student performance data is collected three times annually and is used to determine lesson plans, activities, groupings for small groups, and individual remediation plans. Program staff collaborate with families and community partners to support and meet the school readiness goals of students. Professional Learning Communities (PLC) are formed to help instructional staff collaborate across campuses and throughout Head Start, Pre-K, and Early Childhood Special Education (ECSE) classrooms. Teachers have access to support services through CLI Engage, have been trained in best practices designed by CIRCLE (Center for Improving the Readiness of Children for Learning and Education) and the social/emotional self-regulatory curriculum of Conscious Discipline. Head Start uses the CLASS (Classroom Assessment Scoring System) tool to evaluate the Emotional Support, Classroom Organization, and Instructional support within the classroom and the campus.

All the services listed above give data used to analyze the needs of children and families. The administrative and coordinating teams meet twice a year with classroom staff to conduct a comprehensive analysis of individual students, the overall classroom environment, and the needs of families and staff. Staff development is planned according to the data gathered. Quality staff development is provided by Region 14 Service Center, AISD, the Early Childhood administrative and teaching staff, and national trainers from Conscious Discipline and Essential Elements.

School Processes & Programs Strengths

Early Childhood identifies the following strengths:

- 100% of the staff are Highly Qualified
- 100% of the staff participated in multiple and varied professional development opportunities during this past school year
- 100% of the staff participated in a minimum of 30 hours of staff development toward the Texas Prekindergarten Guidelines
- Weekly faculty, planning, or PLC (Professional Learning Community) meetings are held to review data, plan instruction and facilitate professional learning. All decisions regarding professional development, programs, and best practices are based upon the needs identified in this improvement plan.
- Ongoing monitoring, mentoring, and coaching assures that the curriculum was implemented with fidelity. Classroom coaching/mentoring assure that teaching practices are sound and are meeting the needs of all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff are lacking the depth in curriculum, School Readiness Goals, CLASS and Head Start Regulations. **Root Cause:** Lack of time to train staff, on the many components of our program, during their contract hours.

Problem Statement 2: Yearly staff turnover **Root Cause:** Paraprofessional pay, classroom staff's desire to move into elementary grades, level and the emotional/physical demands of working with prekindergarten students and families living in ongoing trauma creates the need for change

Perceptions

Perceptions Summary

Abilene ISD's Early Childhood Program is in the 8th year of the implementation of Conscious Discipline (CD). Often children, families, and/or campus staff come to school with various stresses/trauma that prevents them from engaging with one another in a positive manner. CD teaches self-regulation and problem-solving strategies that foster connections between staff, students, and families. Connections in relationships encourage trust and a willingness to learn. Early Childhood has a school-wide unifying activity each morning that is called Brain Smart Start. This activity helps children and adults settle their bodies and focus their minds so that all are prepared for the school day. Early Childhood has also created 14 "safe spots" located in hallways and common areas across the campus. These "safe spots" are used for students experiencing "upsets," giving them a place to practice self-regulation and problem-solving skills during transitions.

The Early Childhood Program continues to provide training on the Seven Skills of Conscious Adults and the many structures utilized in the classrooms to teach these same skills to the children. Teachers are trained in best practices through CIRCLE and the CLASS (Classroom Assessment Scoring System) instrument. CLASS provides the program with information on the strengths and needs of the school and classroom environment.

The Early Childhood program maintains a strong connection with the Abilene community. Currently, we have approximately 70 partnerships with community agencies that work to serve the needs of enrolled students and their families. Annually, the EHS/HS staff meets with the Community Services Advisory Committee for a luncheon. Partners share materials and information about their agencies. It is a wonderful opportunity for the community agencies to network and ask questions of one another and with the EC staff. All leave with a greater understanding of the agencies that work to support Early Childhood students and families. Each Head Start and Pre-K classroom is assigned a Family Service Advocate who works closely with the families helping them determine their individual/family strengths and challenges. Family Advocates assist families in accessing medical and dental services, food and clothing services, and housing assistance. Advocates collaborate with families to assure that all physical needs are met, parents/guardians have access to the appropriate resources for their families, and families have the opportunity to participate in school readiness goals.

Parents/guardians are encouraged to set personal and family goals. Advocates work closely with families assisting them as they work to accomplish their goals. By collaborating with community partners, families receive assistance and encouragement to continue working toward their goals. Families with students in special programs are supported through special education services. Parents and community members serve on the Policy Council and are part of the decision-making process regarding personnel, budget, curriculum, and any other pertinent issues. Many staff members are fluent in Spanish. They willingly assist parents to communicate with the school and community.

Early Childhood also offers many parent training and family involvement events. The purpose of these events is to build strong connections between school and home, as well as build connections between family members within the home.

Perceptions Strengths

Early Childhood celebrates these strengths:

- Early Childhood has 2 CD mentor/coach who provides classroom guidance lessons, mentors staff, models skills for children, and supports teachers and assistants as they continue the use of appropriate implementation of the CD structures/strategies in the classroom.
- A CD-certified instructor contracts with the Early Childhood Program to mentor/coach staff in classrooms three times this year. She observes in classrooms and conferences with teachers, providing strategies for use in the classroom and with individual students. She helps the administrative team develop ways to encourage and support social/emotional growth across the program. She also provides parent training opportunities for Early Childhood parents, and she provides training for staff and parents at Day Nursery free of charge.
- School Family Time (fun activities) events are scheduled every month to foster an environment of friendship and support for staff.
- Head Start family advocates and Social Workers work to meet the needs of students and families.
- Classroom observations and summary data from coaches/mentors are used to develop staff development in the areas of school culture and climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Yearly staff turnover **Root Cause:** Paraprofessional pay, classroom staff's desire to move into elementary grades, level and the emotional/physical demands of working with prekindergarten students and families living in ongoing trauma creates the need for change

Problem Statement 2: The AISD early childhood program attendance has not met the goal of 94%. **Root Cause:** Parents do not see Early Childhood as "real" school, sickness due

to the student's first time in a classroom setting, and the number of ECSE students who miss days due to other therapies or sickness. Due to COVID 19 and the apprehension to send students our attendance was 85% for the 20-21 year.







Priority Problem Statements

Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: 100% of Long classroom staff will effectively utilize small group instruction for enrichment, daily instruction and individualization each week for the 2021-2022 school year.








Evaluation Data Sources: Lesson plans, Coaching data, Administrative team walk-throughs, Informal observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all teachers are trained in the implementation of the Best Practices through CLASS, CIRCLE, Conscious Discipline and curriculum trainings. Training opportunities include:</p> <p>(a) Region 14 training (b) campus level training (c) cross-campus collaboration in Professional Learning Communities</p> <p>Strategy's Expected Result/Impact: Increased student growth in academic and behavioral skills, Increased teacher effectiveness due to greater knowledge in managing classroom routines, classroom organization & planning</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinators, Academic Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Staff development, travel for staff development purposes - Federal Funds- Head Start/Early Head Start - \$36,359</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide small group leveled reading, math or social/emotional instruction each week to all students based on CIRCLE, Conscious Discipline and/or Scholastic.</p> <p>Strategy's Expected Result/Impact: Increased reading, math and social/emotional skills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinators, Mental Health Coordinators, Behavior/Academic coaches, Classroom staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 2: 100% of all Long teachers will participate in Practice Based Coaching.


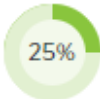




Evaluation Data Sources: Academic coaching goals, SLO goals, Academic/Behavior coaching data, Instructional Coordinator data, CLASS observation data

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of teachers will develop a personal goal and an academic goal based on CIRCLE strategies and CLASS observation data. They will create the steps they need to take in order to reach these goals.</p> <p>Strategy's Expected Result/Impact: Teacher leadership and modeling for students, teacher participation in PLC/Cub family meetings.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal Academic/Behavior Coaches, Instructional Coordinators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of teachers and classrooms will be supported by academic coaches on a weekly, biweekly or monthly level.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention, Increased classroom productivity, Improvement in school family relationships</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic/Behavior Coaches, educational coordinators,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of classroom staff will be supported through the use of CLASS Reliable observers, Conscious Discipline national consultants and/or off-site training.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and use of strategies/interventions in the classrooms for struggling students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinators, Mental Health Coordinators, Academic/Behavior Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Consultants - Federal Funds- Head Start/Early Head Start - \$23,000, Consultants - Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 3: Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an increased 15% average in cognitive, and physical development skills based on the school readiness goals measured.

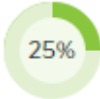





Evaluation Data Sources: CLI Engage Progress Monitoring Tool, ESI-R Developmental Screener, Teacher informal assessments, Instructional Coordinator data, CLASS/TTESS data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be assessed 3 times per year and will be tracked for progress on the school readiness skills, through the use of the CLI Engage Progress Monitoring Tool and ESI-R.</p> <p>Strategy's Expected Result/Impact: Progress toward the EOY expected school readiness skills</p> <p>Staff Responsible for Monitoring: classroom teacher, educational coordinator, principal and assistant principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Purchase ESI-R Developmental Screener - Federal Funds- Head Start/Early Head Start - \$900, Purchase ESI-R Developmental Screener - Title 1, Part A Supplementary Funds - \$900</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will implement small group instruction based on the data from the CLI Engage Progress Monitoring Tools and the ESI-R Developmental Screener.</p> <p>Strategy's Expected Result/Impact: increase in school readiness skills</p> <p>Staff Responsible for Monitoring: classroom teacher, academic coaches, educational coordinator, principal and assistant principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 4: 100% of all students and staff will have the opportunity to utilize developmentally appropriate technology during the school day.

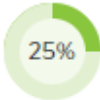




Evaluation Data Sources: Lesson plans, Tech Wednesday sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: All classrooms will have access to technology equipment for small/large group activities. Strategy's Expected Result/Impact: Increased student ability to use a wide range of technology in developmentally appropriate ways Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teacher, Librarian, Educational coordinator, Tech Liaison</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: Technology and Materials - Federal Funds- Head Start/Early Head Start - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will be provided with ongoing training to effectively utilized technology as a part of their instructional day. Strategy's Expected Result/Impact: Increased usage of developmentally appropriate technology in the classroom, Increased number of personnel obtaining an Apple Classroom Certification Staff Responsible for Monitoring: Instructional Coordinator, Tech Liaison, Librarian, Classroom teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 5: All classroom staff will be highly qualified, ensuring that the teaching/learning processes are engaging and productive

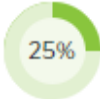


Evaluation Data Sources: Formal and informal assessment data


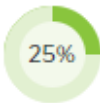




Strategy 1 Details	Reviews			
<p>Strategy 1: All classroom staff will be highly qualified in the area of Early Childhood</p> <p>Strategy's Expected Result/Impact: Highly qualified classroom staff will provide meaningful and engaging instruction, Students will increase skills and knowledge in academic and social/emotional areas</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Classroom and support staff - Title I, Part A - \$809,992, Classroom staff - Federal Funds-Head Start/Early Head Start - \$2,449,248</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: 100% of Long students and teachers will participate in Conscious Discipline. 100% of Long parents will be given the opportunity to participate in Conscious Discipline parent training events.

Evaluation Data Sources: TTESS/CLASS observations, Informal walk-through observations, Mental Health data, e-DECA data, Parent surveys






Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in a classroom/campus Brain Smart Start. Strategy's Expected Result/Impact: Increased positive climate within the school family environment, Decrease in behavioral disruptions in the classroom and across the campus Staff Responsible for Monitoring: Behavior and Academic Coaches</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: - Federal Funds- Head Start/Early Head Start</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of teachers will develop a personal goal and an academic (social/emotional) goal based on Conscious Discipline. They will create the steps they need to take in order to reach these goals. Strategy's Expected Result/Impact: Teacher leadership and modeling for students, teacher participation in PLC/Cub family meetings. Staff Responsible for Monitoring: Principal, Assistant Principal Behavior Coach, Mental Health Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Long staff will help to facilitate a School Family monthly event. Strategy's Expected Result/Impact: Increased positive climate and culture across the campus Staff Responsible for Monitoring: Mental Health Coordinators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Monthly meetings - Federal Funds- Head Start/Early Head Start - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Long staff will participate in monthly staff development informing them about childhood trauma and the impact in the classroom using Conscious Discipline training materials.</p> <p>Strategy's Expected Result/Impact: Increased campus/classroom environment, Decreased classroom disruptions, Improved understanding of students in trauma</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal Behavior Coach, Mental Health Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: - Federal Funds- Head Start/Early Head Start</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: All Long students and classes will participate in guidance lessons including but not limited to, bullying, safe touch, safe place, kindness, friendship.</p> <p>Strategy's Expected Result/Impact: Increased positive climate and culture across campus, Decreased disruptions due to inappropriate student behaviors</p> <p>Staff Responsible for Monitoring: Mental Health Coordinator, Behavior Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: 100% of Long students and staff will have access to developmentally appropriate classroom materials and outdoor learning environments.






Evaluation Data Sources: TEAMS, PO orders

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be given a budget for classroom materials/supplies/field trips. Additionally, monies are budgeted for Motor Lab and outdoor experiences.</p> <p>Strategy's Expected Result/Impact: Students will gain a wide variety of experiences which enhance the teaching/learning experiences Growth in social/emotional skills, problem solving skills and language development</p> <p>Staff Responsible for Monitoring: Fiscal Manager</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Salaries, Supplies, field trips/transportation, classroom supplies/materials - Federal Funds-Head Start/Early Head Start - \$157,303</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 3: By Spring 2021, make schools more inclusive and increase student/family favorable reports of school belonging by at least 5% over the Fall of 2020.







Evaluation Data Sources: eDECA Social and Emotional Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be assessed 3 times per year using the eDECA Social and Emotional Assessment.</p> <p>Strategy's Expected Result/Impact: Through the consistency of classroom routines, procedures and Conscious Discipline students will have a sense of belonging/safety.</p> <p>Staff Responsible for Monitoring: teachers, administrators, mental health professionals</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Purchase eDECA Social and Emotional Assessment - Federal Funds- Head Start/Early Head Start - \$6,000, Purchase eDECA Social and Emotional Assessment - Title 1, Part A Supplementary Funds - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: 100% of all families will be invited to build relationships with partnering businesses and/or organizations.









Evaluation Data Sources: Parent meeting/training sign in sheets and agendas, Fliers, Facebook page

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer monthly opportunities for families to attend parent meetings where they can learn about/from local business and organizations within the community.</p> <p>Strategy's Expected Result/Impact: Increased number of parents, business and organizations contributing in parent trainings/meetings</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Community and Family Engagement Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Title 1, Part A Supplementary Funds - \$27,237, Family and Community Engagement salary, Parent training/meeting supplies - Federal Funds- Head Start/Early Head Start - \$32,237</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Invite community and business members to participate in "special events." ex: Community Helper Day, First Responder Day, Animal Day, Transportation Day.</p> <p>Strategy's Expected Result/Impact: Parent and staff increased awareness of community and organizational partnerships, Community awareness surrounding the needs of Long's students and families</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 2: Increase communication with community partners through collaborative events such as the Health Services Advisory Committee and Community Services Advisory Committee. Partners will be invited to provide information during monthly training events.








Evaluation Data Sources: Parent meeting/training sign in sheets and agendas, Fliers, Facebook page, Minutes from H-SAC and C-SAC meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: All classrooms will be given a partnership to correspond with throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase relations between business and community organizations.</p> <p>Staff Responsible for Monitoring: principal and assistant principal</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Families, Staff, business and community organization will be invited to the Health Services Advisory Committee and/or Community Service Advisory Committee to discuss program progress and needs.</p> <p>Strategy's Expected Result/Impact: community awareness of Long ELC and Long awareness of community resources to support our families.</p> <p>Staff Responsible for Monitoring: administrative team</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 3: Long will seek out new community partners with a goal of 2 new partnership agreements during the 2021-2022 school year.

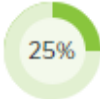




Evaluation Data Sources: Two additional partnership agreements.

Strategy 1 Details	Reviews			
<p>Strategy 1: Family Services staff will work with interested community members in establishing formal partnership agreements ensuring that families receive needed services.</p> <p>Strategy's Expected Result/Impact: Students and families will receive social/emotional, relational and/or other services when in need or crisis.</p> <p>Staff Responsible for Monitoring: Family and Community Engagement Coordinator</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Create opportunities for all parents, students, and community members to access information through social media about Long ELC. Resulting in better communication and involvement.






Evaluation Data Sources: Social media posts

Strategy 1 Details	Reviews			
<p>Strategy 1: Long administrative team will post at least one post per week on social media and will post all information fliers as needed.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and awareness about campus events and stories of interest/success among students, parents and staff</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 2: Time will be set aside to share parent/student success stories and/or stories of inspiration during staff/parent meetings.






Evaluation Data Sources: Staff/Parent meeting agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: At the beginning of staff/parent meetings, time will be set aside for success stories.</p> <p>Strategy's Expected Result/Impact: Positive relationships will be built between home and school through success stories</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Family and Community Engagement Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: 100 % of Long students and staff will participate in safety drills and follow procedures that promote a safe learning environment.


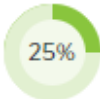

Evaluation Data Sources: Drill logs, Crisis Go






Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct monthly practice of safety drills, including but not limited to, evacuation, shelter in place, lock down, reverse, tornado.</p> <p>Strategy's Expected Result/Impact: increased overall awareness of campus safety</p> <p>Staff Responsible for Monitoring: classroom teacher, facilities coordinator, principal and assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 2: 100% of Long students will be monitored through comprehensive services.

Evaluation Data Sources: Lesson plans, School calendar, Staffing notes, Health Clinic notes, TEAMS, CLI Engage/PROMIS assessment data, Mental health classroom observations

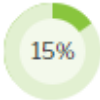





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be supported by Health, Nutrition, Mental Health, Disabilities, Transition, Family Services, ERSEA and Instructional Coordinators to ensure the progress toward school readiness goals.</p> <p>Strategy's Expected Result/Impact: Increased overall comprehensive academic, social/emotional, cognitive, nutrition and health awareness/support for all students and families.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Salaries, supplies and contractual leases for comprehensive services, - Federal Funds- Head Start/Early Head Start - \$952,993</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Individual student and classroom assessment data will be discussed and analyzed at least two times per year in Staffings with all component areas.</p> <p>Strategy's Expected Result/Impact: Increased overall awareness of needed comprehensive services for children, staff and families</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teacher, Coordinating team, Behavior/Academic coaches, Family Advocates</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All students and families will receive Head Start or Kindergarten transition information in a end of year through parent conferences, fliers, parent meeting and/or tour of Long or elementary campus.</p> <p>Strategy's Expected Result/Impact: Improved kindergarten transition, Increased parent involvement, Increase numbers of students registered for HS (from EHS) and Kindergarten prior to end of year</p> <p>Staff Responsible for Monitoring: Transition Coordinator, ERSEA</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Transition supplies - Federal Funds- Head Start/Early Head Start - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: All families will have access to Family Services for basic need support, including but not limited to the community partners, Homeless Liaison for AISD and/or LEP support.</p> <p>Strategy's Expected Result/Impact: Increased awareness and access to community programs so that families' basic needs met</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 3: Long will maintain 92% attendance.

Evaluation Data Sources: TEAMS attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: At the end of the grading periods, a perfect attendance party will be held for students with perfect attendance during that period and all of them will get a book.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: ERSEA Coordinator, Teachers, Family Services Advocates</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Federal Funds- Head Start/Early Head Start - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Families will be contacted when a student is absent in order to obtain the reason for the absence, determine whether or not the school can be of assistance and to "wish well" the absent student.</p> <p>Strategy's Expected Result/Impact: Increased attendance, Increased awareness in the importance of school attendance</p> <p>Staff Responsible for Monitoring: Teachers, Family Service Advocates, ERSEA Coordinator, Support staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Federal Funds- Head Start/Early Head Start - \$353,659</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Ensure all teachers are trained in the implementation of the Best Practices through CLASS, CIRCLE, Conscious Discipline and curriculum trainings. Training opportunities include: (a) Region 14 training (b) campus level training (c) cross-campus collaboration in Professional Learning Communities
1	2	3	100% of classroom staff will be supported through the use of CLASS Reliable observers, Conscious Discipline national consultants and/or off-site training.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Ensure all teachers are trained in the implementation of the Best Practices through CLASS, CIRCLE, Conscious Discipline and curriculum trainings. Training opportunities include: (a) Region 14 training (b) campus level training (c) cross-campus collaboration in Professional Learning Communities
1	2	3	100% of classroom staff will be supported through the use of CLASS Reliable observers, Conscious Discipline national consultants and/or off-site training.

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Consultants		\$10,000.00
1	5	1	Classroom and support staff		\$809,992.00
Sub-Total					\$819,992.00
Title 1, Part A Supplementary Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Purchase ESI-R Developmental Screener		\$900.00
2	3	1	Purchase eDECA Social and Emotional Assessment		\$6,000.00
3	1	1			\$27,237.00
Sub-Total					\$34,137.00
Federal Funds- Head Start/Early Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff development, travel for staff development purposes		\$36,359.00
1	2	3	Consultants		\$23,000.00
1	3	1	Purchase ESI-R Developmental Screener		\$900.00
1	4	1	Technology and Materials		\$10,000.00
1	5	1	Classroom staff		\$2,449,248.00
2	1	1			\$0.00
2	1	3	Monthly meetings		\$5,000.00
2	1	4			\$0.00
2	2	1	Salaies, Supplies, field trips/transportation, classroom supplies/materials		\$157,303.00
2	3	1	Purchase eDECA Social and Emotional Assessment		\$6,000.00
3	1	1	Family and Community Engagement salary, Parent training/meeting supplies		\$32,237.00
5	2	1	Salaries, supplies and contractual leases for comprehensive services,		\$952,993.00
5	2	3	Transition supplies		\$1,000.00
5	3	1			\$5,000.00
5	3	2			\$353,659.00
Sub-Total					\$4,032,699.00

Federal Funds- Head Start/Early Head Start

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$4,886,828.00

Addendums