

**Abilene Independent School District**  
**Early Childhood**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

## Vision

Equipped Learners. Brighter Futures.

## Core Beliefs

### CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

### LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

### SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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# 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, serving 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.

In 2021-2022 we serve approximately 875 students. Of these, there were approximately 73 students considered Emergent Bilingual, 175 students who qualify for special education, 52 who qualify as homeless and 639 of students which fall within the economically disadvantaged category.

The breakdown of ethnicity is as follows: African American-15.42%, Hispanic-52.75%; White-25.34%; American Indian-.12%; Asian-1.1%; 2 or more races-5.26%.

The Early Childhood program has 12 classrooms of 4-year-old Head Start students, 6 classrooms of 3-year-old Head Start students, two mixed classes of 3 and 4 year olds, 15 classrooms of 4-year-old Prekindergarten students, 1 classroom of 4-year-old Bilingual students, 9 classrooms of Early Childhood Special Education students and 1 class for students enrolled in the Regional School for the Deaf.

Long's mobility rate mirrors that of the community. Over the past few years, Long has seen a decrease in the number of children in our Pre-K program, and so we have not had a waiting list for the Pre-k 4-year-old classes. However, we continue to maintain waiting lists for the Head Start classes. The waiting list for the 3-year-old Head Start classes large. This is due to the smaller number of 3-year-old classrooms, the high quality of services provided by the EC program and to the numbers of students within the attendance zones that qualify for services.

### 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 at risk 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.

### 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 Achievement

## Student Achievement 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 2021) to Wave 3 (April 2022).

<b>CLI Engage Assessment</b>	<b>Beginning of Year Toward Expected Outcomes (Wave 1)</b>	<b>End of the Year Toward Expected Outcomes (Wave 3)</b>	<b>Average Growth from BOY to EOY</b>
<b>Approaches to Learning Average</b>	85%	95%	9%
<b>Social &amp; Emotional Development Average</b>	72%	82%	12%
<b>Language &amp; Literacy Average</b>	59%	86%	27%
<b>Cognition Average</b>	70%	88%	18%
<b>Perceptual, Motor, and Physical Development Mastery</b>	78%	92%	14%

## Student Achievement 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 7 CLASS Certified reliable observers.

### **Problem Statements Identifying Student Achievement 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 Culture and Climate

## School Culture and Climate Summary

The Long school culture and climate are primarily positive. The program has been diligent in using Conscious Discipline structures and supports to create a "school family" atmosphere across the campus. The same structures and supports have been offered to families through social media, parent trainings and parent conferences. Children and families have opportunities to learn and practice self-regulation and problem solving skills which reduces stress and anxiety across the campus.

All classroom staff receive training in the three domains of CLASS (Classroom Observation Scoring System): Emotional Support, Instructional Support and Classroom Organization. During the 2021-2022 school year, the vast majority of classrooms scored in the high range in the Positive Climate domain indicating that teachers facilitate warm and supportive relationships with students and families, help children develop a willingness to accept cognitive and social challenges and the growth of independence.

The program provided campus-wide events during the COVID "season" as field trips weren't allowed for health and safety reasons. The events were academically and socially/emotionally engaging for students. Students were given opportunities to safely participate in activities in the fall and spring that contributed to the building of positive relationships between students and students and staff.

## School Culture and Climate Strengths

1. Long has a deep history with the supports and structures found in Conscious Discipline. Staff professional development/coaching includes adult training in self-regulation and problem-solving skills. When an adult is self-aware, they are better able to facilitate the development of the same skills in students.
2. Classroom coaching and PLC groups receive training and support in the area of positive climate on a consistent basis.
3. Campus staff provide training and stay connected with families to assure their needs are met so there is less stress at home thus less stress/anxiety when children come to school.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Children often arrive at school in a state of upset due to stress and anxiety. Their upset emotional state hampers their abilities to engage in the classroom, handicapping social/emotional development in the child and across the classroom. **Root Cause:** A high number of absences among the student population creates inconsistency in teaching and supporting social/emotional skills and development.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All staff members within the Early Childhood Program will 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.

## Staff Quality, Recruitment, and Retention Strengths

Early Childhood identifies the following strengths:

- 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 Staff Quality, Recruitment, and Retention 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

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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. Long ELC uses Scholastic PreK on my Way Curriculum. The program also uses CIRCLE, Conscious Discipline and CLASS as other supplemental resources.

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.

## Curriculum, Instruction, and Assessment Strengths

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

- Scholastic Pre K on my Way partners with CLI.
- Scholastic Pre K on my Way is aligned with CLASS instrument.
- We have 2 academic and 2 behavior coaches to support teachers and student growth.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Scholastic Pre K on my Way curriculum has many components to offer and learn about. **Root Cause:** 2022-2023 will be the second year of curriculum implementation, and still training staff.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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.

Abilene ISD's Early Childhood Program implements Conscious Discipline (CD) as a self regulation "curriculum". 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 uniting 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 many "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. There have also been sensory station created around the campus to give breaks throughout the day as needed for students.

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.

## Parent and Community Engagement Strengths

Early Childhood celebrates these strengths:

- Early Childhood has 2 behavior coaches 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.
- Head Start family advocates and Social Workers work to meet the needs of students and families.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Limited parent engagement opportunities. **Root Cause:** Due to COVID 19, parent involvement has been limited.

**Problem Statement 2:** Families entering our program with limited community engagement or knowledge of resources available within our community. **Root Cause:** Due to COVID 19, many community agencies were unable to support our community due to funds and/or families were unable to learn of these agencies due to lack of access.

# School Context and Organization

## School Context and Organization Summary

Long ELC is diligent in the effort to provide a safe, healthy and friendly environment for children, families and staff. All classrooms and common areas are monitored to assure that the facilities are meeting/exceeding all Federal and State requirements, protocols and procedures for health and safety. Strong campus-wide systems are in place and documented in Cub Hub. The systems provide structure and organization for staff, students and families in drop off procedures, daily routines and safe and effective pick up procedures. The staff communicate well with parents and community partners through a variety of means that include, but aren't limited to parent phone calls, home visits, Remind messages, and emails.

## School Context and Organization Strengths

1. Campus program service plans provide detailed organizational systems that are easily accessed and followed by staff.
2. Job descriptions, lesson plans, organizational charts, visuals for students and monitoring/tracking tools assure that procedures are followed on a consistent basis.
3. Academic/behavior coaching, walk-throughs, TTESS and CLASS observations assure that quality teaching and learning are taking place on a consistent basis.
4. Community partners are involved with the campus and individual families in order to assure that the needs of all are met.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Better communication of upcoming events would help teachers/families prepare. **Root Cause:** Traditional newsletters are no longer the best source of communication. The difference in generations on technology social media platforms.

**Problem Statement 2:** Limited parent engagement opportunities. **Root Cause:** Due to COVID 19, parent involvement has been limited.

# Technology

## Technology Summary

Long ELC has many technology devices available to both student and staff. All classes have a Promethean Board for interactive lessons as well as ipads for small group instruction.

## Technology Strengths

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

- All classrooms have an interactive board.
- All classrooms have access to iPads.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Training for developmentally appropriate technology are difficult to find within our area. **Root Cause:** Lack of other quality early childhood programs and facilities within the area, thus the demand for training in this area is limited to just our program.

**Problem Statement 2:** Children are coming in dependent on technology causing usage to cause behavioral difficulties. **Root Cause:** Parents use of technology is a "babysitter" mentality.

# Priority Problem Statements

# Goals

Revised/Approved: September 12, 2022

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 1:** 100% of Long classroom staff will effectively utilize small group instruction for enrichment, daily instruction and individualization each week for the 2022-2023 school year.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all teachers are trained in the implementation of the Best Practices through CLASS, CIRCLE, Conscious Discipline and curriculum trainings. Training opportunities include:</p> <ul style="list-style-type: none"> <li>(a) Region 14 training</li> <li>(b) campus level training</li> <li>(c) cross-campus collaboration in Professional Learning Communities</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in academic and behavioral skills, Increased teacher effectiveness due to greater knowledge in managing classroom routines, classroom organization &amp; planning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coordinators, Academic Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> 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><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased reading , math and social/emotional skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coordinators, Mental Health Coordinators, Behavior/Academic coaches, Classroom staff</p> <p><b>TEA Priorities:</b> 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 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**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

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Teacher leadership and modeling for students, teacher participation in PLC/Cub family meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant principal Academic/Behavior Coaches, Instructional Coordinators</p> <p><b>TEA Priorities:</b> 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><b>Strategy 2:</b> 100% of teachers and classrooms will be supported by academic coaches on a weekly, biweekly or monthly level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention, Increased classroom productivity, Improvement in school family relationships</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic/Behavior Coaches, educational coordinators,</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of classroom staff will be supported through the use of CLASS Reliable observers, Conscious Discipline national consultants, on campus academic/behavioral coaches and/or professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge and use of strategies/interventions in the classrooms for struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coordinators, Mental Health Coordinators, Academic/Behavior Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Consultants - Federal Funds- Head Start/Early Head Start - \$22,000, Consultants - Title I, Part A Schoolwide Program - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<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:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Progress toward the EOY expected school readiness skills</p> <p><b>Staff Responsible for Monitoring:</b> classroom teacher, educational coordinator, principal and assistant principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Purchase ESI-R Developmental Screener - Federal Funds- Head Start/Early Head Start - \$1,800, Purchase ESI-R Developmental Screener - General Fund - \$1,800</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> increase in school readiness skills</p> <p><b>Staff Responsible for Monitoring:</b> classroom teacher, academic coaches, educational coordinator, principal and assistant principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**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

**Summative Evaluation:** Met Objective

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

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All classroom staff will be highly qualified in the area of Early Childhood</p> <p><b>Strategy's Expected Result/Impact:</b> Highly qualified classroom staff will provide meaningful and engaging instruction, Students will increase skills and knowledge in academic and social/emotional areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Classroom and support staff - Title I, Part A Schoolwide Program - \$836,650, Classroom staff - Federal Funds- Head Start/Early Head Start - \$970,124</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Expect and support active learner engagement in classrooms.

**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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in a classroom/campus Brain Smart Start.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive climate within the school family environment, Decrease in behavioral disruptions in the classroom and across the campus</p> <p><b>Staff Responsible for Monitoring:</b> Behavior and Academic Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> - Federal Funds- Head Start/Early Head Start</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher leadership and modeling for students, teacher participation in PLC/Cub family meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal Behavior Coach, Mental Health Coordinators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Long staff will help to facilitate a School Family monthly event.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive climate and culture across the campus</p> <p><b>Staff Responsible for Monitoring:</b> Mental Health Coordinators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Monthly meetings - Federal Funds- Head Start/Early Head Start - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased campus/classroom environment, Decreased classroom disruptions, Improved understanding of students in trauma</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal Behavior Coach, Mental Health Coordinators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> - Federal Funds- Head Start/Early Head Start</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All Long students and classes will participate in guidance lessons including but not limited to, bullying, safe touch, safe place, kindness, friendship.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive climate and culture across campus, Decreased disruptions due to inappropriate student behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Mental Health Coordinator, Behavior Coach</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Expect and support active learner engagement in classrooms.

**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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be given a budget for classroom materials/supplies/field trips. Additionally, monies are budgeted for perceptual motor and sensory integration experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Fiscal Manager</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Salaries, Supplies, field trips/transportation, classroom supplies/materials - Federal Funds- Head Start/Early Head Start - \$78,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** 100% of all families will be invited to build relationships with partnering businesses and/or organizations through parent meetings, information through flyers and parent contacts.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer monthly opportunities for families to attend parent meetings where they can learn about/from local business and organizations within the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of parents, business and organizations contributing in parent trainings/meetings</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Community and Family Engagement Coordinator</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 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><b>Strategy 2:</b> Invite community and business members to participate in "special events." ex: Community Helper Day, First Responder Day, Animal Day, Transportation Day.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and staff increased awareness of community and organizational partnerships, Community awareness surrounding the needs of Long's students and families</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All partnerships agencies will receive a newsletter 2 times per year, sharing information about our program.  <b>Strategy's Expected Result/Impact:</b> Increase relations between business and community organizations.  <b>Staff Responsible for Monitoring:</b> principal and assistant principal</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> community awareness of Long ELC and Long awareness of community resources to support our families.  <b>Staff Responsible for Monitoring:</b> administrative team</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 3:** Long will seek out new community partners with a goal of 2 new partnership agreements during the 2022-2023 school year, as well as reach out to all community partners reviewing partnerships agreement.

**Evaluation Data Sources:** Two additional partnership agreements. Agreement changes if needed.

**Summative Evaluation:** Met Objective

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

**Goal 4:** Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

**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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Long administrative team will post at least one post per week on social media and will post all information fliers as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and awareness about campus events and stories of interest/success among students, parents and staff</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>TEA Priorities:</b> 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 story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

**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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At the beginning of staff/parent meetings, time will be set aside for success stories.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive relationships will be built between home and school through success stories</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Family and Community Engagement Coordinator</p> <p><b>TEA Priorities:</b> 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:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct monthly practice of safety drills, including but not limited to, evacuation, shelter in place, lock down, reverse, tornado.</p> <p><b>Strategy's Expected Result/Impact:</b> increased overall awareness of campus safety</p> <p><b>Staff Responsible for Monitoring:</b> classroom teacher, facilities coordinator, principal and assistant principal</p> <p><b>TEA Priorities:</b> 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:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased overall comprehensive academic, social/emotional, cognitive, nutrition and health awareness/support for all students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> Salaries, supplies and contractual leases for comprehensive services, - Federal Funds- Head Start/ Early Head Start - \$265,065</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased overall awareness of needed comprehensive services for children, staff and families</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom teacher, Coordinating team, Behavior/ Academic coaches, Family Advocates</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All students and families will receive Head Start or Kindergarten transition information in an end of year parent conferences flyers, parent meeting and/or tour of Long or elementary campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved kindergarten transition, Increased parent involvement, Increase numbers of students registered for HS (from EHS) and Kindergarten prior to end of year</p> <p><b>Staff Responsible for Monitoring:</b> Transition Coordinator, ERSEA</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Transition supplies - Federal Funds- Head Start/Early Head Start - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased awareness and access to community programs so that families' basic needs met</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>TEA Priorities:</b> 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:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 3:** Long will maintain 96% attendance.

**Evaluation Data Sources:** TEAMS attendance records

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Start PAW at the beginning of the year. Our campus EOY was 89.23%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student attendance</p> <p><b>Staff Responsible for Monitoring:</b> ERSEA Coordinator, Teachers, Family Services Advocates</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - Federal Funds- Head Start/Early Head Start - \$4,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased attendance, Increased awareness in the importance of school attendance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Family Service Advocates, ERSEA Coordinator, Support staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - Federal Funds- Head Start/Early Head Start - \$353,659</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## 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, on campus academic/behavioral coaches and/or professional development.

# Campus Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Purchase ESI-R Developmental Screener		\$1,800.00
<b>Sub-Total</b>					<b>\$1,800.00</b>
Title I, Part A Schoolwide Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Consultants		\$10,000.00
1	5	1	Classroom and support staff		\$836,650.00
<b>Sub-Total</b>					<b>\$846,650.00</b>
Title 1, Part A Supplementary Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$27,237.00
<b>Sub-Total</b>					<b>\$27,237.00</b>
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		\$22,000.00
1	3	1	Purchase ESI-R Developmental Screener		\$1,800.00
1	4	1	Technology and Materials		\$10,000.00
1	5	1	Classroom staff		\$970,124.00
2	1	1			\$0.00
2	1	3	Monthly meetings		\$2,000.00
2	1	4			\$0.00
2	2	1	Salaries, Supplies, field trips/transportation, classroom supplies/materials		\$78,000.00
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,		\$265,065.00
5	2	3	Transition supplies		\$2,000.00
5	3	1			\$4,500.00

**Federal Funds- Head Start/Early Head Start**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	3	2			\$353,659.00
<b>Sub-Total</b>					\$1,777,744.00