Ferris Independent School District

Lee Longino Elementary

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

1-5 grade campus w/open enrollment (AVID campus)

Student Demographic Information

Avg. Class Size 17.2

Hispanic 63.6%

White 25.7%

African American 8.8%

Asian .6%

Two or more races 1.5%

Homeless: 1.5%

EL 23.9%

SPED 17.5%

GT 4.7%

ED 81.3%

Dyslexia 1.4%

AR 38.5%

Intervention 17.8%

504 2%

Teacher Information:

31 certified teachers

17 paraprofessionals

2 administrators

1 counselor

1 librarian

Staff Demographics:

Hispanic 20.4%

White 73.4%

AA 6.1%

STAFF:

8.4% Beginning teachers

38.3% 1-5 years experience

21.3% 6-10 years or less experience

24.9% 11-20 years experience

7.2% over 20 years experience

Demographics Strengths

Free breakfast & lunch for all students

Required ESL certification for all teachers

Title I Reading intervention through iRead, System 44, R180 Universal, and LLI; 5th-grade use of Progress Learning

AVID Elementary Program

Food for Kids Program

After school tutoring

Pull out program for Gifted students offered

Growing PTO

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special education numbers are disproportionate when compared to total student enrollment even though the SPED numbers decreased slightly from the previous year. **Root Cause:** Even with the implementation of the Co-teach/Inclusion model, our SPED students still have not consistently been exposed to grade level content as well as content at their level in previous grades which has created large gaps in learning.

Problem Statement 2 (Prioritized): Our SPED students are continuing to under perform on district and state assessments when compared to all other demographic groups. **Root Cause:** Lack of clear curriculum structure for Resource students as well as lack of essential components being addressed in Resource due to scheduling and program implementation.

Student Learning

Student Learning Summary

STAAR														
Reading	ALL			SPED			EB			White			ED		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	75	40	22	40	20	10	75	40	22	76	59	47	74	37	20
4th	63	42	18	25	0	0	63	42	18	73	36	27	60	40	17
5th	77	44	21	50	17	0	77	44	21	85	38	15	75	41	17
Math	ALL			SPED			EB			White			ED		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	65	32	10	40	30	0	65	32	10	71	35	18	61	28	9
4th	53	25	8	8	0	0	53	25	8	45	9	9	47	23	9
5th	71	32	17	17	0	0	71	32	17	69	46	23	68	30	16
Science	ALL			SPED			EB			White			ED		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
5th	52	19	3	25	8	0	52	19	3	62	15	0	48	17	2

STAAR Progress Measure				
	4th SPED (Met Progress)	5th SPED (Met Progress)	4th All (Acc/Exp)	5th All (Acc/Exp)
Reading	56	82	69	86
Math	33	55	31	76

DRA

Teacher	BOY on level	EOY on level
Nash	10/16	5/20
Faber	12/18	6/20
Rhodes	9/19	8/19
Kay	4/17	7/19
Lewis	8/19	9/19
Raburn	10/17	13/19
Fagan	7/16	6/18
Morgan	9/17	13/17
Edwards	5/15	10/16
Oates	6/14	10/15
Bradford	7/14	10/15
Schexneider	6/14	8/14

MAP

	1st						2nd						3rd					
	Rdg Fall	Rdg Spring	Met Projection	Math Fall	Math Spring	Met Projection	Rdg Fall	Rdg Spring	Met Projection	Math Fall	Math Spring	Met Projection	Rdg Fall	Rdg Spring	Met Projection	Math Fall	Math Spring	Met Projection
Lee Longino Elementary School	155.39	169.96	45	159.38	177.34	63	169.11	186.85	71	170.06	188.46	75	183.19	192.94	59	183.75	198.22	67
Economic Disadvantage	154.4	168.53		158.91	176.26		169.31	186.4		170.07	188.42		182.76	191.93		182.96	196.97	
Asian							167	191		175	193		187	193		199	214	
Black/African American	141.25	166.8		142	173.2		165.67	180.57		170	185.29		191.14	201.86		190.57	204.43	
Hispanic	155.49	167.85		158.82	176.23		169.64	186.35		169.84	188.52		180.41	191.03		182.58	196.49	
Two or More Races	169.5	182		177.5	194.5		150	164		158	166		185.76	193.37		182.53	198.47	
White	156.52	174.09		162.14	179.09		170.11	191.37		171	190.42		179.69	190.15		183.83	196.77	
Currently Emergent Bilingual	152.27	164.9		156.36	173.8		167.94	185.38		171	188.5		185	199		199	214	
Special Ed Indicator	149.08	161.92		153.33	169.58		160.55	176.1		165.09	181.3		170.86	174.29		169	183.14	

	4th						5th					
	Rdg Fall	Rdg Spring	Met Projection	Math Fall	Math Spring	Met Projection	Rdg Fall	Rdg Spring	Met Projection	Math Fall	Math Spring	Met Projection
Lee Longino Elementary School	191.38	201	75	195.31	205.39	50	199.75	208.37	65	204.72	213.76	49
Economic Disadvantage	190.54	198.96		193.8	202.81		198.02	207.08		203.23	212.47	
Black/African American	189.17	197.89		190.17	201.78		198	206.6		201.83	211.9	
Hispanic	192.97	205.82		198.03	209.76		198.23	207.4		203.51	212.93	
Two or More Races	162.5	165		160.5	173		205.44	213.85		209.81	218.69	
White	192.25	194.62		195.08	200.08		192.14	202.04		199.29	208.5	
Currently Emergent Bilingual	187.57	199.38		195.07	204.38		211.5	221.5		214	223	
Special Ed Indicator	172.27	179.57		171.55	185.21		183.27	189.6		183.53	188.47	

Student Learning Strengths

-STAAR Reading 4th 69% met growth and 5th 86% met growth

-STAAR Reading for SPED 4th 56% met growth and 5th 82% met growth

-STAAR Math 5th grade 76% met growth and 5th SPED 55% met growth

-STAAR 3rd and 5th grade Reading scores went up 10+ points

-MAP: 2nd grade reading was above average at 186.85 and 1st grade math was above average at 177.34

-MAP: Every grade and every subject except 1st reading and 5th math had 50% or more of their students who met growth projections

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students who are reading on grade level at the EOY first grade is significantly low (47%). The number of students who are

reading on grade level at EOY second grade is low as well (34%). **Root Cause:** Lack of an intense focus on building foundational reading skills through small group reading instruction.

Problem Statement 2 (Prioritized): Math STAAR scores are below 70% overall (3rd 59%, 4th 55%, 5th). **Root Cause:** Lack of basic math foundational skills including number sense, basic facts, and problem solving. Intense focus on math intervention was lacking.

Problem Statement 3 (Prioritized): Science STAAR scores are below 70% **Root Cause:** Lack of focus on Science due to Math/Science being taught during the same block of time. Lack of focus on Science instruction in grades 1-4 as well as a lack of Science curriculum.

Problem Statement 4 (Prioritized): SPED students are scoring lower than all, ED, and LEP on MAP and STAAR. **Root Cause:** Large gaps that have been created by lack of appropriate programming, instruction, and curriculum in the previous grades.

School Processes & Programs

School Processes & Programs Summary

Curriculum:

ELAR: HMH adoption and Empowering Writers

Math: Sharon Wells Curriculum/Pearlized math

Science 3rd-5th: STEMscopes

SS: Studies Weekly/HMH

Resource classes used the general education curriculum and made modifications where needed.

iRead, S44, R180 Universal, and LLI are used to provide intervention for struggling readers (including Resource ELAR students).

Math Intervention

TAKE Fight program offered for dyslexic students.

STEM lab is offered to all students in order to build their problem solving skills.

One-to-one Chromebook for students.

Teachers are encouraged to seek out PD opportunities that will allow them to improve instruction.

Master schedule was developed in such a way that it maximized core content instructional time and provides for a daily common planning time, PLC time, as well as dedicated intervention times.

A GT pull-out program is provided to qualifying students.

AVID program was implemented to provide students with college readiness skills.

School Processes & Programs Strengths

All teachers are highly qualified

All paraprofessionals are highly qualifies

Daily common planning time for 60 mins

PLC

6 weeks training for Sharon Wells Curriculum

More teacher leadership opportunities

Math intervention time in master schedule (30 mins daily)

Reading intervention time in master schedule (30 mins daily)

AVID program

S44/R180/iRead/LLI

Daily PE for all students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Longino struggles to attract retain a consistent, high-quality staff. **Root Cause:** Lack of proper training in the content due to time constraints. Neighboring districts where staff lives offering higher compensation, proximity, and more opportunities for advancement.

Problem Statement 2 (Prioritized): Utilization of data to inform instructional practices is not occurring consistently across subjects and grade levels. **Root Cause:** PLCs need to be more refined to focus on data through the lens of how it impacts instruction.

Perceptions

Perceptions Summary

Our motto for Longino Elementary is Every Child Every Moment. We have a strong belief that it takes everyone working together as a team to get where we want to be. This includes all stakeholders.   We consistently seek feedback from all stakeholders in order help us continue to improve and meet the needs of our students and parents. We would like to build on the progress that we made with making our parents feel comfortable in order to help increase parental involvement at our campus. We have worked very hard this year to improve our campus culture and to make all stakeholders feel safe, happy, and comfortable.   Based on feedback, our staff, students, and parents are happy with our campus and enjoy being here.

Inconsistent beliefs regarding the needs of special education students as well as students with extreme behavior issues amongst staff members.

Perceptions Strengths

Skyward Family Access/Remind/Facebook/Website/Marquee/Bi-monthly communications with parents

Events to welcome parents on campus (Goodies w/Grands, Muffins w/ Mom, Donuts w/Dad, Movie nights, vocabulary parade, Christmas Around the World, STEM night, Fall carnival, awards ceremonies)

Principal 100

Bimonthly staff appreciation/team building activities

Perfect attendance rewards for students and staff

Opportunity for all staff to participate in CNA committees

Para and staff members of the month

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff beliefs regarding what services SPED students need and who is accountable for these students' learning is not aligned with best practices. **Root Cause:** Lack of training for staff as well as lack of accountability for staff and students.

Problem Statement 2 (Prioritized): Staff knowledge of appropriate behavior management techniques for students who have behavior needs is lacking. **Root Cause:** Lack of training as well as a need for a shift in mindset with regards to discipline issues.

Problem Statement 3 (Prioritized): Accountability for staff and students needs to be increased and established at a high level. **Root Cause:** COVID gaps have caused the system as a whole to make excuses for learning gaps. However, it is time to move past these thought processes.

Priority Problem Statements

Problem Statement 7: Special education numbers are disproportionate when compared to total student enrollment even though the SPED numbers decreased slightly from the previous year.

Root Cause 7: Even with the implementation of the Co-teach/Inclusion model, our SPED students still have not consistently been exposed to grade level content as well as content at their level in previous grades which has created large gaps in learning.

Problem Statement 7 Areas: Demographics

Problem Statement 2: The number of students who are reading on grade level at the EOY first grade is significantly low (47%). The number of students who are reading on grade level at EOY second grade is low as well (34%).

Root Cause 2: Lack of an intense focus on building foundational reading skills through small group reading instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Longino struggles to attract retain a consistent, high-quality staff.

Root Cause 4: Lack of proper training in the content due to time constraints. Neighboring districts where staff lives offering higher compensation, proximity, and more opportunities for advancement.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 10: Staff beliefs regarding what services SPED students need and who is accountable for these students' learning is not aligned with best practices.

Root Cause 10: Lack of training for staff as well as lack of accountability for staff and students.

Problem Statement 10 Areas: Perceptions

Problem Statement 3: Our SPED students are continuing to under perform on district and state assessments when compared to all other demographic groups.

Root Cause 3: Lack of clear curriculum structure for Resource students as well as lack of essential components being addressed in Resource due to scheduling and program implementation.

Problem Statement 3 Areas: Demographics

Problem Statement 1: Math STAAR scores are below 70% overall (3rd 59%, 4th 55%, 5th).

Root Cause 1: Lack of basic math foundational skills including number sense, basic facts, and problem solving. Intense focus on math intervention was lacking.

Problem Statement 1 Areas: Student Learning

Problem Statement 9: Utilization of data to inform instructional practices is not occurring consistently across subjects and grade levels.

Root Cause 9: PLCs need to be more refined to focus on data through the lens of how it impacts instruction.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 5: Staff knowledge of appropriate behavior management techniques for students who have behavior needs is lacking.

Root Cause 5: Lack of training as well as a need for a shift in mindset with regards to discipline issues.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Science STAAR scores are below 70%

Root Cause 6: Lack of focus on Science due to Math/Science being taught during the same block of time. Lack of focus on Science instruction in grades 1-4 as well as a lack of Science curriculum.

Problem Statement 6 Areas: Student Learning

Problem Statement 11: Accountability for staff and students needs to be increased and established at a high level.

Root Cause 11: COVID gaps have caused the system as a whole to make excuses for learning gaps. However, it is time to move past these thought processes.

Problem Statement 11 Areas: Perceptions

Problem Statement 8: SPED students are scoring lower than all, ED, and LEP on MAP and STAAR.

Root Cause 8: Large gaps that have been created by lack of appropriate programming, instruction, and curriculum in the previous grades.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: All Ferris ISD students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

Performance Objective 1: 80% of students will approach, meet, or master the Reading, Science, and Math STAAR assessments in 2022.

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Initiate lesson plan audits and ensure that planning sessions are being effectively carried out by each PLC group.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Instruction will match the lesson plans. Essential components of balanced literacy, as well as interventions, will be included in lesson plans. PLCs will discuss data and instructional practices regularly. **Staff Responsible for Monitoring:** Becky King, Samantha Mikula, Trisha Cupp **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will disaggregate multiple pieces of student data to determine strengths and weaknesses in order to provide individualized interventions and enrichment. Data will be kept in binders and reviewed during PLCs and data meetings with administrators every 6 weeks.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased focus on data-driven instruction as well as academic growth for all students. **Staff Responsible for Monitoring:** Becky King, Samantha Mikula, Trisha Cupp, Certified teaching staff, FCT **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A, - 265 - Title IV, Part A, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will attend necessary professional development sessions to build their own content knowledge for Core instruction and intervention strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement in teacher instructional knowledge and strategies **Staff Responsible for Monitoring:** All staff (professional and paraprofessional), King, Cupp, Mikula **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2 - Perceptions 1, 2 **Funding Sources:** Professional Development - 199 - General Fund, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide , - 211 - Title I, Part A				

Strategy 4 Details	Reviews			
Strategy 4: Struggling students will receive intervention including iRead, S44, R180 Universal, Take Flight, tutoring, LLI, and Math intervention. Each grade level has two designated daily intervention times embedded in their master schedule.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Academic growth for students in need of intervention **Staff Responsible for Monitoring:** Cupp, Mikula, King, Spurlock, Ball, All certified teachers, Garrett, Wheeler **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2 - Perceptions 3 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special education numbers are disproportionate when compared to total student enrollment even though the SPED numbers decreased slightly from the previous year. **Root Cause**: Even with the implementation of the Co-teach/Inclusion model, our SPED students still have not consistently been exposed to grade level content as well as content at their level in previous grades which has created large gaps in learning.
Problem Statement 2: Our SPED students are continuing to under perform on district and state assessments when compared to all other demographic groups. **Root Cause**: Lack of clear curriculum structure for Resource students as well as lack of essential components being addressed in Resource due to scheduling and program implementation.

Student Learning
Problem Statement 1: The number of students who are reading on grade level at the EOY first grade is significantly low (47%). The number of students who are reading on grade level at EOY second grade is low as well (34%). **Root Cause**: Lack of an intense focus on building foundational reading skills through small group reading instruction.
Problem Statement 2: Math STAAR scores are below 70% overall (3rd 59%, 4th 55%, 5th). **Root Cause**: Lack of basic math foundational skills including number sense, basic facts, and problem solving. Intense focus on math intervention was lacking.
Problem Statement 3: Science STAAR scores are below 70% **Root Cause**: Lack of focus on Science due to Math/Science being taught during the same block of time. Lack of focus on Science instruction in grades 1-4 as well as a lack of Science curriculum.
Problem Statement 4: SPED students are scoring lower than all, ED, and LEP on MAP and STAAR. **Root Cause**: Large gaps that have been created by lack of appropriate programming, instruction, and curriculum in the previous grades.

School Processes & Programs
Problem Statement 2: Utilization of data to inform instructional practices is not occurring consistently across subjects and grade levels. **Root Cause**: PLCs need to be more refined to focus on data through the lens of how it impacts instruction.

Perceptions
Problem Statement 1: Staff beliefs regarding what services SPED students need and who is accountable for these students' learning is not aligned with best practices. **Root Cause**: Lack of training for staff as well as lack of accountability for staff and students.
Problem Statement 2: Staff knowledge of appropriate behavior management techniques for students who have behavior needs is lacking. **Root Cause**: Lack of training as well as a need for a shift in mindset with regards to discipline issues.
Problem Statement 3: Accountability for staff and students needs to be increased and established at a high level. **Root Cause**: COVID gaps have caused the system as a whole to make excuses for learning gaps. However, it is time to move past these thought processes.

Goal 2: Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

Performance Objective 1: Longino Elementary will attract, retain, and value high-quality, effective staff.

    Evaluation Data Sources: Staff turnover data

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff members will be recognized in a variety of ways for their academic and nonacademic contributions to the campus. (perfect attendance rewards, staff shout-outs, monthly staff reward, after school activities sponsored by CLT, and staff member of the month recognition)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in teacher absences and improved morale				
Staff Responsible for Monitoring: King, Mikula, Cupp, Callahan-Johnson, CLT, Sunshine Committee				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
Problem Statements: School Processes & Programs 1				
Funding Sources: - 199 - General Fund				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for staff members to build relationships with one another through team building activities. (monthly team building activities after/during school)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased morale and collegiality				
Staff Responsible for Monitoring: King, Mikula, Cupp, Callahan-Johnson, CLT, Sunshine Committee				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				
Problem Statements: School Processes & Programs 1				
Funding Sources: - 199 - General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Refine hiring process to include more in depth questioning as well as staff participation on interview committees. Staff provides additional questions that are job specific. **Strategy's Expected Result/Impact:** Increased teacher retention rates **Staff Responsible for Monitoring:** King, Mikula, Cupp, Callahan-Johnson, All Certified Staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Longino struggles to attract retain a consistent, high-quality staff. **Root Cause**: Lack of proper training in the content due to time constraints. Neighboring districts where staff lives offering higher compensation, proximity, and more opportunities for advancement.

Goal 2: Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

Performance Objective 2: Ensure all budgetary decisions are made based primarily on student needs.

    Evaluation Data Sources: Budget and purchasing reports

Strategy 1 Details	Reviews			
Strategy 1: Investigate the rationale for all purchase requests by providing evidence as to how this cost benefits students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff will be provided with the necessary materials for effective instruction and academic growth.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Cupp, Norwood **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: Purchase computer programs and software to assist with intervention and instruction. (EdPuzzle, Flocabulary. EdGalaxy, Kami, Quaver, STEM Scopes, LLI materials, Reflex Math, SeeSaw, SW Math, Pearlized Math, RAZ Plus, iRead, R180 Universal licenses and teacher kits, S44 licenses and teacher kits, HMH Reading Counts).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Result/Impact Increase in student academic performance	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: All certified teachers, Cupp, King, Mikula, FCT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A, - 199-PIC 30 - State Comp Ed, Title IA, Schoolwide				

    0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
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Problem Statement 2: Math STAAR scores are below 70% overall (3rd 59%, 4th 55%, 5th). **Root Cause**: Lack of basic math foundational skills including number sense, basic facts, and problem solving. Intense focus on math intervention was lacking.
Problem Statement 3: Science STAAR scores are below 70% **Root Cause**: Lack of focus on Science due to Math/Science being taught during the same block of time. Lack of focus on Science instruction in grades 1-4 as well as a lack of Science curriculum.
Problem Statement 4: SPED students are scoring lower than all, ED, and LEP on MAP and STAAR. **Root Cause**: Large gaps that have been created by lack of appropriate programming, instruction, and curriculum in the previous grades.
School Processes & Programs
Problem Statement 2: Utilization of data to inform instructional practices is not occurring consistently across subjects and grade levels. **Root Cause**: PLCs need to be more refined to focus on data through the lens of how it impacts instruction.
Perceptions
Problem Statement 1: Staff beliefs regarding what services SPED students need and who is accountable for these students' learning is not aligned with best practices. **Root Cause**: Lack of training for staff as well as lack of accountability for staff and students.
Problem Statement 2: Staff knowledge of appropriate behavior management techniques for students who have behavior needs is lacking. **Root Cause**: Lack of training as well as a need for a shift in mindset with regards to discipline issues.
Problem Statement 3: Accountability for staff and students needs to be increased and established at a high level. **Root Cause**: COVID gaps have caused the system as a whole to make excuses for learning gaps. However, it is time to move past these thought processes.

Goal 2: Ferris ISD will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

Performance Objective 3: Training will be provided for staff in order to develop their teaching strategies for all students including our sub populations (ELs and SPED).

Evaluation Data Sources: Increase in EL and SPED student achievement

Strategy 1 Details	Reviews			
Strategy 1: Training will be provided by EL Department over Chapter 89, ELPS implementation, and 7 Steps to a Language Rich Classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in teacher knowledge and implementation of appropriate content specific instructional strategies for ELs. **Staff Responsible for Monitoring:** Cupp, Mikula, King, Wolfe, All certified staff **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 2, 3 **Funding Sources:** - 263 - Title III, LEP				

Strategy 2 Details	Reviews			
Strategy 2: Training for ELAR teachers regarding the components of phonics instruction as well as READ academy for all content teachers (1-3).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Implementation of Reading strategies and content **Staff Responsible for Monitoring:** Cupp, King, Mikula, FCT, All certified teachers in grade 1-3 **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 2 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Training for the implementation of LLI in grades 3-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in students' reading abilities.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Cupp, King, Mikula, FCT, 3-5 teachers, Ball **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Perceptions 3 **Funding Sources:** - 211 - Title I, Part A, - 199 - General Fund				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The number of students who are reading on grade level at the EOY first grade is significantly low (47%). The number of students who are reading on grade level at EOY second grade is low as well (34%). **Root Cause**: Lack of an intense focus on building foundational reading skills through small group reading instruction.

School Processes & Programs
Problem Statement 1: Longino struggles to attract retain a consistent, high-quality staff. **Root Cause**: Lack of proper training in the content due to time constraints. Neighboring districts where staff lives offering higher compensation, proximity, and more opportunities for advancement.
Problem Statement 2: Utilization of data to inform instructional practices is not occurring consistently across subjects and grade levels. **Root Cause**: PLCs need to be more refined to focus on data through the lens of how it impacts instruction.

Perceptions
Problem Statement 2: Staff knowledge of appropriate behavior management techniques for students who have behavior needs is lacking. **Root Cause**: Lack of training as well as a need for a shift in mindset with regards to discipline issues.
Problem Statement 3: Accountability for staff and students needs to be increased and established at a high level. **Root Cause**: COVID gaps have caused the system as a whole to make excuses for learning gaps. However, it is time to move past these thought processes.

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 1: SEL training will be provided for staff and parents.

    Evaluation Data Sources: Agendas and sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: SEL guidance lessons will be provided for students during their Rolling PLC time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of students SEL needs	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: All certified teachers, Callahan-Johnson, Cupp, King, Mikula **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2, 3 **Funding Sources:** - 211 - Title I, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Counselor will provide staff members with SEL support weekly via check-ins and various activities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved ability to manage stress	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Callahan-Johnson, All staff members, Cupp, King, Mikula **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3 **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
Strategy 3: SEL parent training and information will be made available to parents via trainings, website resources, and monthly newsletters.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased knowledge for parents to help assist their students more appropriately **Staff Responsible for Monitoring:** Callahan-Johnson, Cupp, King, Mikula, Longino parents/guardians **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1 - Perceptions 2 **Funding Sources:** - 211 - Title I, Part A, - 199 - General Fund				

Strategy 4 Details	Reviews			
Strategy 4: SEL training provided to staff at BOY.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased ability to meet the needs of students	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Callahan-Johnson, Mikula, Cupp, King, All staff members **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** School Processes & Programs 1 - Perceptions 2 **Funding Sources:** - 199 - General Fund				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Longino struggles to attract retain a consistent, high-quality staff. **Root Cause**: Lack of proper training in the content due to time constraints. Neighboring districts where staff lives offering higher compensation, proximity, and more opportunities for advancement.
Perceptions
Problem Statement 2: Staff knowledge of appropriate behavior management techniques for students who have behavior needs is lacking. **Root Cause**: Lack of training as well as a need for a shift in mindset with regards to discipline issues.
Problem Statement 3: Accountability for staff and students needs to be increased and established at a high level. **Root Cause**: COVID gaps have caused the system as a whole to make excuses for learning gaps. However, it is time to move past these thought processes.

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

Performance Objective 2: Administration will establish clear lines of communication regarding student discipline concerns with staff.

    Evaluation Data Sources: Surveys

Strategy 1 Details	Reviews			
Strategy 1: Administrators will have follow up conversations with staff members when an incident has occurred to explain the rationale behind disciplinary decisions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in staff frustration with disciplinary decisions	Nov	Feb	Apr	June

Staff Responsible for Monitoring: Cupp, Mikula, King, All staff
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning
    Problem Statements: Perceptions 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will refer students to the counselor as a proactive step prior to an office referral for persistent minor behaviors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in office referrals for minor and/or persistent behaviors	Nov	Feb	Apr	June

Staff Responsible for Monitoring: Cupp, King, Mikula, Callahan-Johnson, All staff members
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Perceptions 2				

Strategy 3 Details		Reviews		
Strategy 3: Improve staff's knowledge of SPED disabilities (AU/ED), positive behavior supports and interventions, and BIP implementation and documentation.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased staff knowledge and use of positive strategies that lead to improved student behavior **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1, 2, 3 **Funding Sources:** - 199-PIC 23 - State Special Ed					

Strategy 4 Details		Reviews		
Strategy 4: Increase staff knowledge of behavioral needs for disruptive students, positive reinforcement strategies, appropriate parental contact, and ABC documentation.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease the amount of disruptive behavior and increase student achievement **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 2, 3 **Funding Sources:** - 199-PIC 23 - State Special Ed					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special education numbers are disproportionate when compared to total student enrollment even though the SPED numbers decreased slightly from the previous year. **Root Cause**: Even with the implementation of the Co-teach/Inclusion model, our SPED students still have not consistently been exposed to grade level content as well as content at their level in previous grades which has created large gaps in learning.
Problem Statement 2: Our SPED students are continuing to under perform on district and state assessments when compared to all other demographic groups. **Root Cause**: Lack of clear curriculum structure for Resource students as well as lack of essential components being addressed in Resource due to scheduling and program implementation.

School Processes & Programs
Problem Statement 2: Utilization of data to inform instructional practices is not occurring consistently across subjects and grade levels. **Root Cause**: PLCs need to be more refined to focus on data through the lens of how it impacts instruction.

Perceptions
Problem Statement 1: Staff beliefs regarding what services SPED students need and who is accountable for these students' learning is not aligned with best practices. **Root Cause**: Lack of training for staff as well as lack of accountability for staff and students.
Problem Statement 2: Staff knowledge of appropriate behavior management techniques for students who have behavior needs is lacking. **Root Cause**: Lack of training as well as a need for a shift in mindset with regards to discipline issues.
Problem Statement 3: Accountability for staff and students needs to be increased and established at a high level. **Root Cause**: COVID gaps have caused the system as a whole to make excuses for learning gaps. However, it is time to move past these thought processes.

Goal 4: Ferris ISD will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

Performance Objective 1: Longino Elementary will foster a culture of parent and community engagement through consistent communication and school sponsored activities.

> **Evaluation Data Sources:** Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will make positive phone calls each nine weeks period. (Remind, phone calls, notes, conferences)	**Formative**			**Summative**
Strategy's Expected Result/Impact: More informed parents and decrease in frustration for parents and teachers	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: All staff, Cupp, King, Mikula, Longino parents/guardians **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 2, 3 **Funding Sources:** - 211 - Title I, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Provide more parent and community engagement opportunities. (PTO events, Goodies with Grownups, Thanksgiving lunch, Title I/Parent Ed night picnic/Trunk or Treat, Christmas program, Daddy/Daughter Dance, Mother/Son Dance, Awards assemblies, 5th grade EOY event, Strong Father's etc.)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in parental involvement **Staff Responsible for Monitoring:** Longino PTO, Longino parents/guardians, All staff, Cupp, King, Mikula **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A				

Strategy 3 Details		Reviews			
Strategy 3: Provide parents with informational meetings regarding Title I, how they can help they help improve their student's achievement, and information for the transition from Ingram to Longino.		Formative			Summative
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in parental involvement and parent participation **Staff Responsible for Monitoring:** Cupp, King, Mikula, Longino parents/guardians **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1, 2, 3 - Perceptions 2, 3 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A					

Strategy 4 Details		Reviews			
Strategy 4: Provide parents information regarding school events, positive student behavior, and resources. (weekly newsletter, website, Facebook, marquee, Instagram, Twitter, and Remind)		Formative			Summative
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased in parent participation and knowledge of school happenings **Staff Responsible for Monitoring:** Cupp, King, Mikula, Callahan-Johnson, All staff, Longino parents/guardians **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3 **Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The number of students who are reading on grade level at the EOY first grade is significantly low (47%). The number of students who are reading on grade level at EOY second grade is low as well (34%). **Root Cause**: Lack of an intense focus on building foundational reading skills through small group reading instruction.
Problem Statement 2: Math STAAR scores are below 70% overall (3rd 59%, 4th 55%, 5th). **Root Cause**: Lack of basic math foundational skills including number sense, basic facts, and problem solving. Intense focus on math intervention was lacking.
Problem Statement 3: Science STAAR scores are below 70% **Root Cause**: Lack of focus on Science due to Math/Science being taught during the same block of time. Lack of focus on Science instruction in grades 1-4 as well as a lack of Science curriculum.
Perceptions
Problem Statement 2: Staff knowledge of appropriate behavior management techniques for students who have behavior needs is lacking. **Root Cause**: Lack of training as well as a need for a shift in mindset with regards to discipline issues.
Problem Statement 3: Accountability for staff and students needs to be increased and established at a high level. **Root Cause**: COVID gaps have caused the system as a whole to make excuses for learning gaps. However, it is time to move past these thought processes.

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3	Professional Development		$0.00
1	1	4			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	2	2			$0.00
2	3	2			$0.00
2	3	3			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
				Sub-Total	$0.00
			199-PIC 23 - State Special Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3			$0.00
3	2	4			$0.00
				Sub-Total	$0.00
			199-PIC 30 - State Comp Ed, Title IA, Schoolwide		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
2	2	2			$0.00
				Sub-Total	$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
2	2	2			$0.00
2	3	3			$0.00
3	1	1			$0.00
3	1	3			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
				Sub-Total	$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			$0.00
				Sub-Total	$0.00
265 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
				Sub-Total	$0.00