Bryan Independent School District

Jane Long Intermediate School

2023-2024 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the Spring 2023, meetings were held to give input into our campus improvement plan. The meetings were attended by staff, community members, and parents. This plan is the result of those meetings.

Strengths: There are staff on the campus who are passionate about student. More parents participated in events and engaged with staff more than has happened in the past. We have teachers growing students!

Needs: The campus needs to be intentional on having an instructional focus.

Conclusions drawn - Jane Long plans to address the needs of all students, particularly the needs of low achieving students, emergent bilinguals, and those at-risk of not meeting state standards through student services, mentoring, and innovative teaching methods such as teaming and individualized student intervention plans.

(Title I Element 1)

Demographics

Demographics Summary

Jane Long Intermediate is a 5th and 6th grade intermediate school for the 2021-2022 school year. We are projected to have approximately 1,100 students enrolled at JLIS in the 2021-2022 school year with the following demographics:

88% - Economically Disadvantaged

78% - At-risk, with the most common qualifier being failing state assessment

67% - Hispanic

18% - African American

12% - White

3% - other ethnicity

91 - Gifted & Talented (8% of campus)

540 - Limited English Proficient (LEP), (45% of the campus)

480 - Bilingual (40% of the campus)

191 - Special Education, (16% of the campus)

Overall student enrollment is projected to decrease slightly and the demographics and participation in special programs are rising slightly in some areas (at risk, special education and economically disadvantaged).

The district student mobility rate was 20%. Exit data for both Special Education and LEP show few exits. Our student attendance hovered around 96% which was higher than the overall district average and the highest for the intermediate schools. We have 30 students who are projected to be homeless during the 20-21 school year. JLIS has a high population of ELL, LEP and Bilingual students. JLIS will host the Intermediate school NAC (New Comer Arrival Center) for the district. ELL, LEP and Bilingual students are supported through various programs such as Seidlitz and the NAC center. Teachers who teach bilingual students are bilingual and/or ESL certified. New students and parents will go through a brief virtual orientation, which includes a tour of the school, with their counselor and assistant principal and their teachers (information is presented in the home language). The LPAC coordinator assists in creating a transition plan with all students who are new comers. Because of the diversity of the campus, translators are available at all campus activities and meetings. Translation devices are also used at all parent meetings.

Demographics Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

LEP, ELL and Bilingual students have been supported through our programs at Jane Long.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is below 96% at the campus level. **Root Cause:** Families often lack transportation if they miss the bus, do not have a ride, etc. On the student side, students often lack motivation to attend. Families often don't associate the impact attendance has on learning.

Problem Statement 2: We have an achievement Gap Between AA, SPED and ED, where African American, SPED and ED students perform at a significantly lower academic level than other subpop groups. These subpop groups also have low attendance rates when compared to other subpop groups. **Root Cause:** All staff (teachers, paraprofessionals and support staff) need additional cultural awareness training to improve skills in working with students who come from various and diverse backgrounds

Student Learning

Student Learning Summary

Due to the academic gap that was created by the closing of school in the Spring Semester of 2019-2020 due to Covid 19, the current areas of concern are determined by reviewing the BISD DBA and Benchmark Data. Across all tested content areas, minimal growth occurred and there was a lack of participating in school. Intervention and enrichment will continue to be a focus throughout the school year to provide for more individualized instruction for students. Sub-populations of EL and African Americans continue to be our lowest areas and will remain a targeted focus for small group instruction within all tested content areas. The campus has focused on looking at data for student growth. Each subject department utilizes campus data to identify students targeted learning standards for small group or individualized instruction. This leads the campus to set goals for the 2021-2022 school year focusing on the following three sub populations in all tested areas: English Learners, Special Education, and African Americans. The campus will continue to focus on improving reading and math for all students as well as provide meaningful and engaging activities to encourage growth in all academic areas. During 2021 the campus focused on individual student data tracking and holding students more accountable for their personal learning. There will be a targeted focus on teacher professional development to increase effective Tier 1 instruction. RTI structures will be put into place. We will begin the year with targeted intervention (Imagine Math, Guided Reading, PearDeck, Compass Learning, Read180/System 44, LLI, tutors and intervention specialists and teacher based math and reading intervention through a designated RTI time in reading and math class. Teachers will also begin to implement social skills instruction into their classes where students are struggling behaviorally. Students who need intervention (through RTI identification) will be placed into math or reading RTI and will work in small group face to face intervention sessions that will include the use of hands on/manipulative materials such as dictionaries. Students who master the grade level will also be provided RTI to enrich and further their knowledge through Ed Puzzle, book study, technology, foreign language, Makerspace activities and lesson extensions.

Student Learning Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

Reading and Math celebrations - all students were able to take the STAAR test so we have good data on where our students have gaps.

Overall academic celebrations - many interventions were put into place to stop the backward slide of student academic performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 5th and 6th Grade Math performed at a much lower level all year than it has in prior school years (Fell in approaches grade level, in meets grade level and masters grade level.) **Root Cause:** We had a number of teachers in 5th and 6th grade math who needed content knowledge training and professional learning. They were changing the curriculum to meet teacher needs not student needs. We also had a high number of SPED students in our math classes. Basic fact knowledge is still a struggle with many 5th grade students.

Problem Statement 2: 5th and 6th Grade Reading performed at a much lower level all year than it has in prior school years. **Root Cause:** Lesson structure & pacing is still an area of need for teachers due to double block of teaching in 5th grade being reduced to one period in 6th grade. There is also a lack of emphasis on reading skills in general with the current curriculum. Reading is a content that usually has a lack of student motivation. Guided reading is not implemented so that students an practice their reading skills

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Jane Long core teachers have a common planning period each day. They plan collaboratively with their content departments once a week. Planning is used to progress monitor, offer PD, offer trainings, dig in data, create lessons, design instruction that focuses on student learning and engagement etc.) Instructional coaches and administrators are present during planning. Creation of teacher made, as well as district assessments (which are aligned with STAAR standards) continue to be a focus area. Teachers also participate in a lesson design institute once a month at Jane Long outside of the school day where they can plan rigorous lessons that connect STAAR readiness and supporting standards with the curriculum framework. Instructional coaches provided additional support by monitoring instruction in the classroom and providing feedback to teachers. Curriculum is developed by the district and is aligned to TEKS, ELPS and CCRS. Curriculum delivery and implementation is monitored by administrators, campus instructional coaches and district instructional coaches.

Personnel

100% of teachers are high quality and paraprofessionals are highly qualified. There were 9 classroom teachers that were new to the campus for the 20-21 school year. Due to the addition of a bilingual and dual language program at JLIS, student needs were considered as staff was selected and placed into the various positions. All staff members received CHAMPS and PBIS training. Teachers also received training for and are using PBIS rewards as the positive incentive tracking system for students. New teachers were assigned a mentor to work with. Professional development was held through virtual meetings along with a once-a-month meeting after school on Wednesdays. As the needs of the campus have changed, professsional development will be held to increase and improve the cultural intellect of our staff such that student academic performance is improved.   Administrators and Instructional Coaches conducted weekly walkthroughs to ensure that PD content was successfully being implemented in classrooms. Model teachers were used as resources for new and/or struggling teachers. Core area content teachers were grouped by team (a math, science, social studies and ELA teacher) and met 2 times a week to discuss student progress and were also grouped by core and met twice a week to plan lessons. JLIS has 3 counselors that provide counseling services to students and parents. Our counselors conduct interest surveys, create and implement lessons on post-secondary opportunities, introduce financial planning, and assist students in learning how to fill out applications (for programs, college, work, etc.) Counselors also assist in creating personal graduation plans for students. These plans help students monitor their progress towards graduation and post-secondary education.

Family/Community Involvement

Parents completed a parent survey in Fall 2019. The survey was sent to 1250 parents/families. Few parents responded to the survey despite multiple reminders being sent using Parentlink and social media. Overall results indicate the parents feel welcome in the school, that communication is somewhat effective and that the teachers are supporting their child's learning. Teachers contact parents frequently through phone calls and emails. Administration has increased the number of home visits conducted this year in an effort to increase parent involvement. Parents can become involved by volunteering, being on the CPIC or PTO committees, and are welcome on campus any time. Activites for parent involvement may happen throughout the year as state guidelines for Covid-19 change. Jane Long maintains a FaceBook page and uses social media to help reach parents. All information is translated into the home language. Guest speakers from the community are invited to speak to the students about different professions, vocations and college requirements throughout the school year.

School Context and Organization

The focus at the campus is student academic achievement. Teachers are committed to implementing district curriculum and teaching strategies to ensure that all students are learning. Core teachers have planning time to ensure that they have time to analyze and use student data to make informed decisions in their classroom. Teachers (campus wide) have input in decisions on campus. Each core team has a team leader. The team leader meets with all team leaders, counselors, instructional coaches and administration once a month. Duty rosters are developed by the principal and given to the staff for feedback. The master schedule ensures that students are receiving the maximum amount of time they can in classrooms. The campus utilizes prime time to ensure that student learning time is protected.

<u>Technology</u>

Students have technology accessible both through campus classrooms and libraries and also through the use of their personal devices. Instructional materials are approved by the district instructional materials coordinators. Laptops, desktop computers and ipads are available for student use. Document cameras, projectors and programs such as PearDeck are used to facilitate student learning. We have a parent kiosk in the lobby area of the school for parent use. Students have access to the computers before, during and after school. Students complete an internet safety class early in the school year. Overall, technology is used to provide opportunities for student reading and math intervention through small group instruction. Technology is also used for enrichment activities for students who do not need intervention as a way to extend their learning. Each year, our technology is evaluated and damaged/nonfunctional equipment is replaced.

School Processes & Programs Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

Celebrations - Planning meeting scheduled twice a week to allow for staff to begin to understand content needs and to drill down to the amount of extra support each student needs. Data meetings after each DBA and Benchmark also proved to highlight areas where students needed additional instruction. 100% of staff (both professionals and paraprofessionals) are highly qualified. Communication with parents through phone, email, and Tuesday Folders. A continued focus on student achievement through progress monitoring. New technology is purchased yearly - this year we replaced 300 laptops.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: JLIS does not address missed or lacking progress standards with at-risk students.   **Root Cause:** Teachers and staff do not have the necessary background to understand how the process standards tie in with the TEKS.

Problem Statement 2: JLIS has a low percentage of parents who participate in activities and at -risk student populations are underrepresented in parent involvement.   **Root Cause:** Parents do not feel comfortable coming into the school and talking with teachers.

Perceptions

Perceptions Summary

Overall students describe the campus as being a positive place to learn. Structure has been greatly increased throughout the campus to address needs as they arise.

We processed 1200+ referrals during the 2019-2020 school year. This was a significant increase in the overall number of processed referrals. 70% of the referrals written were for infractions that happened in the classroom. The top referral codes were for Action causing a disruption, serious disruption and failing to follow a directive (50% of total referrals). 96% of the total number of offenders participate in free or reduced lunch. A more structured environment was put into place as a needs assessment revealed that a large number of discipline referrals were occurring during unstructured times.

Our Campus PBIS team works throughout the year to build a discipline plan that works with our student population. Great effort has been made to reteach common discipline procedures frequently.

Safety Audits reveal that we are an overall safe campus where students can learn.

There are many campus activities that promote wide-spread student participation. Pre- Athletics are overall inclusive activities along with Band,Choir, Orchestra, Art and Drama. Jane Long also has a Kickstart program which is inclusive to all students who wish to participate. Teachers also initiate activities throughout the year to help involve students such as Minecraft club, Pokemon club, chess club, UIL, Infinity club, technology club, summit activity club, game club, book club, art club, etc. The campus goal is to include as many students as possible.

Perceptions Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

Discipline celebrations - Big improvement from last year to this year, PBIS rewards app was used at a higher rate this year. There is a high number of staff using CHAMPS, making strides with some students with alternative consequences being used (parent shadowing, saturday detention, etc). We are also making strides with students being motivated by the use of a Positive Behavior Intervention and Supports "store" to earn points for positive behavior and being able to purchase prizes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline incidents in classrooms and during passing are high and teachers struggle with knowing how to respond to moderate to severe discipline disruptions. **Root Cause:** We lack accountability and consistent procedures for behavior specialists and other staff during critical times, like hallway transitions, restroom monitoring, cafeteria lunches, and classroom response times. Teachers report inconsistency with DMC I and II staff - student work is a huge issue. Classroom vs Office managed behaviors is still very unclear to many staff. Consequences in DMC do not always change student behaviors. Classroom interventions when CHAMPS is not working is a high need for professional learning.

Problem Statement 2: Some student populations are underrepresented in their participation in school activities. **Root Cause:** There are a lack of culturally diverse activities which could include more of the student population.

Priority Problem Statements

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 25, 2023

Goal 1: Improve the academic performance of each individual student by providing a strong, structured environment of accountability and support.

Performance Objective 1: Long will support the effective implementation of the district curriculum in every classroom. We will improve, supplement and enhance the Bryan ISD viable curriculum that is being taught across all content areas in order to meet the needs of all students and those identified as at-risk as measured by a 2% growth at all performance levels in all STAAR tested areas to be evaluated by May 2024.
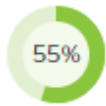
Evaluation Data Sources: Lesson plans
Planning feedback and progress
Campus Assessment Data
District Assessment Data (including benchmarks)
State Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Long will analyze campus, district and state assessments to identify standards of struggle for at-risk students in each grade level. Based on analysis, campus team will develop classroom/student interventions needs and to provide opportunities for all students to meet state standards..	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Campus Based Assessments District Based Assessments State Assessments **Staff Responsible for Monitoring:** Instructional Coaches Teachers Assistant Principals Dean of Instruction Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Dean of Instruction - Title I, A - $26,463, Instructional Coach - State Comp - $141,350, Instructional Coach - Title I, A - $246,925, Dean - ESSER - $68,030	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide opportunities for all students, particularly those at-risk of failing state assessments and at-risk of dropping out of school, by supplementing the BISD viable curriculum across all departments by purchasing and utilizing the following programs: AVID, AVID Excel, MyPath, Summit K12, Seidlitz, Tutors, Interventionists, Technology resources, Imagine Math, USA Test Prep, EdPuzzle, Compass Learning, PBIS rewards as well as snacks and fidgets, Read 180, System 44, LLI, supplemental novels, supplies to enable teachers to utilize differentiated instruction/ACE strategies that supplement curriculum.	**Nov**	**Feb**	**Apr**	**June**
	50%			

Strategy's Expected Result/Impact: Lesson Plans
Campus Based Assessments
District Based Assessments
State Assessments
Higher student achievement in core content areas

Staff Responsible for Monitoring: Instructional Coaches
Reading Specialist
Teachers
Assistant Principals
Dean of Instruction
Principal

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

Funding Sources: Instructional resources - ESSER - $15,125, Motivation Reading and Math - Instructional resources, ELPS Strategies - Instructional resources - Title I, A - $17,117, Tutors - State Comp - $43,987, Tutors - ESSER - $18,804, Tutors - Title I, A - $32,625, Technology resources - Title I, A - $21,383, Instructional resources - State Comp - $18,617

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in daily planning meetings to discuss data-driven lesson design, student progress, curriculum scope and sequence, TEKS deconstruction, and common assessments. Teachers will be supported in applying interventions to help individual low achieving students to ensure that all students meet the state's proficient and advanced levels of performance.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Collaborative planning agendas and meeting notes
Lesson plans
Higher student achievement
More defined and targeted lesson delivery
 	
    Staff Responsible for Monitoring: Classroom teachers, Assistant principals,
Principal, Dean of Instruction, Instructional Coaches, ELL specialist,
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Funding Sources: Supplemental Curriculum materials for effective planning - Local Funds - Campus
	70%			

Strategy 4 Details	Reviews			
Strategy 4: Teachers, instructional coaches, dean of instruction ,counselors and administrators will develop lessons in coordination/ integration with other federal, state and local services, resources and programs to provide comprehensive, well-rounded support and improvement activities related to violence prevention, nutrition and conflict resolution to support at-risk students. Social Skills instruction will be put into place to assist students with their SEL learning to include strategies from Safe and Civil Schools, Coaching CHAMPS, Early Stage Intervention with attention to preplanned meetings to create positive relationships.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Office Sign-Ins
SCE documentation
eschool reports
    Staff Responsible for Monitoring: Principal
Dean of Instruction
Assistant Principals
Instructional Coaches
 	
    Title I:
2.5
    Funding Sources: - Local Funds - Campus, Teaching Social Skills to Youth - Book study - Title I, A - $1,500
	50%			

Strategy 5 Details	**Reviews**			
Strategy 5: Teachers, instructional coaches, dean of instruction,counselors, community resources and administrators will provide interventions related to drug use prevention to support at-risk students and will provide interventions, lessons and information about college and career readiness and CTE programs to support and inform at-risk students in order to provide a well rounded education.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Office Sign-Ins SCE documentation eschool reports **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Instructional Coaches **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus	50%			

Strategy 6 Details	**Reviews**			
Strategy 6: Fitness assessment data and other indicators recommended by SHAC will be used to help ensure that students are reaching required moderate or vigorous physical activity.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Walkthrough Data TTESS data Student fitness data **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Instructional Coaches Counselors Teachers **Funding Sources:** - Local Funds - Campus	55%			

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Teachers will teach Internet safety and appropriate use of technology to all students, including at-risk, to support the appropriate use of technology throughout the year.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Completion of computer/internet safety lesson. **Staff Responsible for Monitoring:** Teachers Assistant Principals Principal **Funding Sources:** - Local Funds - Campus	80%			

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

Goal 2: Relational capacity will strengthen between the school community, families, employees and students

Performance Objective 1: A highly effective workforce will be recruited and retained by 80% to support student success by May 2024.

Strategy 1 Details		Reviews			
Strategy 1: Support the District's recruitment plan to ensure the hiring of quality individuals for Long, while also creating an environment that is conducive to retaining effective employees.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Funding Sources: - Local Funds - Campus		80%			
Strategy 2 Details		Reviews			
Strategy 2: Staff including teachers, counselors, administrators, paraprofessionals, and behavior specialists will participate in professional development that will serve to increase and improve the cultural intellect of the staff such that there is a positive impact on student academic performance.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Funding Sources: - Local Funds - Campus		90%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 2: Relational capacity will strengthen between the school community, families, employees and students

Performance Objective 2: Long will encourage strong campus culture and climate through intentional focus on the value of each staff member, student, and family relationship by increasing parent and family engagement by 10% by May 2024.

Strategy 1 Details		Reviews			

Strategy 1: Long will involve a significant number of parents in the evaluation/review of the campus needs assessment by offering more than one meeting at different times and days of the week during the Spring to help insure more parents are able to attend.
 	
    Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education
    Staff Responsible for Monitoring: Principal
 	
    Title I:
    4.2
    Funding Sources: - Title I, A
		Formative			**Summative**

		Nov	**Feb**	**Apr**	**June**
		75%			
Strategy 2 Details		Reviews			

Strategy 2: Long will involve parents in the review/development of the campus plan and campus Title I and State Compensatory budgets each Spring at the final CPIC meeting of the year.
    Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education
    Staff Responsible for Monitoring: Principal
 	
    Title I:
    4.2
    Funding Sources: - Title I, A
		Formative			**Summative**

		Nov	**Feb**	**Apr**	**June**
		65%			

Strategy 3 Details	Reviews			
Strategy 3: Long will involve a significant number of parents in the evaluation/review of the parent and family engagement policy and compact by offering more than one meeting at different times and days of the week during the Spring to help insure more parents are able to attend. We will also include parent nights to involve students and families and provide instruction and materials for take-home activities. These activities will include nights such as Literacy Night, Math Night, Intermediate Night, and Science Night. This will also be intended to increase student attendance. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 **Funding Sources:** Snacks to encourage attendance and meeting materials - Title I, A - $1,796, Family Meeting Materials - Title I, A - $500	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	70%			

Strategy 4 Details	Reviews			
Strategy 4: Long will train staff (teachers, pupil services personnel, principals) on the value of parent and family engagement in at a training held at the beginning of the school year. Parent surveys will be used to provide parents an opportunity to have input on the content of the training. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Funding Sources:** - Title I, A	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	80%			

Strategy 5 Details	Reviews			
Strategy 5: Long will hold two Title I annual meetings at different times and days of the week during the Fall to help insure more parents are able to attend. At the meetings, the campus family engagement policy and campus improvement plan will be made available in understandable languages and multiple formats (digital and print copies). **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 **Funding Sources:** Snacks to encourage attendance, meeting materials - Title I, A - $1,795	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	100%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Long will make available to parents and families the School-Home compact in multiple formats and understandable languages. Compacts for 5-6 grade will be shared with parents at parent-teachers conferences held during the month of October.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Funding Sources:** - Title I, A	100%	100%	100%	

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

Goal 3: Ensure all students are equipped with the necessary tools for postsecondary success.

Performance Objective 1: To improve academic achievement improve student attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: This can be done by announcing daily attendance on the morning announcements, award "Family" points, give incentives for perfect attendance every 6 weeks through a drawing, and keep parents informed about attendance through a parent newsletter.	**Nov**	**Feb**	**Apr**	**June**
	75%			

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

State Compensatory

Budget for Jane Long Intermediate School

Total SCE Funds: $203,954.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Instructional Coaches, Tutors, Instructional resources to provide services for students identified at risk of dropping out of school

Personnel for Jane Long Intermediate School

Name	Position	FTE
Instructional Coach	IC	1
Instructional Coach	IC	1

Title I Personnel

Name	Position	Program	FTE
Dean	Dean of Instruction	Instructional Support	.28
Instructional Coach	IC	Instructional Support	3
Instructional Coach	IC		1

Campus Funding Summary

			Local Funds - Campus		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Supplemental Curriculum materials for effective planning		$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
2	1	1			$0.00
2	1	2			$0.00
				Sub-Total	$0.00
			State Comp		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$141,350.00
1	1	2	Tutors		$43,987.00
1	1	2	Instructional resources		$18,617.00
				Sub-Total	$203,954.00
			Title I, A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Dean of Instruction		$26,463.00
1	1	1	Instructional Coach		$246,925.00
1	1	2	Motivation Reading and Math - Instructional resources, ELPS Strategies - Instructional resources		$17,117.00
1	1	2	Technology resources		$21,383.00
1	1	2	Tutors		$32,625.00
1	1	4	Teaching Social Skills to Youth - Book study		$1,500.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3	Family Meeting Materials		$500.00
2	2	3	Snacks to encourage attendance and meeting materials		$1,796.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	4			$0.00
2	2	5	Snacks to encourage attendance, meeting materials		$1,795.00
2	2	6			$0.00
				Sub-Total	$350,104.00
ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Dean		$68,030.00
1	1	2	Instructional resources		$15,125.00
1	1	2	Tutors		$18,804.00
				Sub-Total	$101,959.00