



**BUILD
BRIDGE
BELIEVE**

Campus Name: Jane Long Academy

Campus Number: 059

Principal Name: Marcela Baez

School Support Officer Name: Rhonda Johnson

Chief School Officer Name: Dr. Jocelyn Mouton

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SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

Our mission at Jane Long Academy, >Futures Academy School of Pharmacy Technology is: Within a safe, persevering, and data-driven learning environment, Jane Long Academy ensures all students achieve at high levels in Middle School, High School, and College.

At Jane Long Academy, we make student learning the primary focus of our school community. Our students, also known as Longhorns, will arrive equipped and prepared mentally and physically. Longhorns will take charge of their learning. Longhorns will contribute to a safe and respectful learning community, and Longhorns will be present and persevere.

Our vision is that Jane Long Academy becomes a highly respected, academically competitive, flagship campus in the Gulfton area. Our goals for the 2016-2017 school year are to increase student achievement, including greater passing rates at the level II and level III measures on STAAR, and for each student's net academic gain to be equal to or greater than one year's growth as measured by those standardized assessments. Additionally, we value individual differences, mutual respect, maximum effort, and goal inspired achievement.

SCHOOL PROFILE

Jane Long Academy (formerly Jane Long Middle School) is located in southwest Houston, in the Gulfton area, and has culminated our restructuring plan as a 6th-12th grade program by graduating our first class of 57 seniors who earned a combined \$900,000 in college scholarships. Our early college model continues to be strengthened with an incoming freshman class of 64 students for a total of 223 high school students. Additionally, Jane Long Academy welcomed 196 new 6th grade students, making a middle school enrollment of 730 students, and a school-wide total of 953 for the 2016-17 school year. This represents an 8.8% drop in enrollment from last year, breaking a cycle of continued 5% growth from three previous years.

We carry on the tradition of welcoming many newcomers to our campus this year. While the majority of our population (74.5%) continues to be Hispanic, Long Academy has seen a drop in Hispanic representation with a rise in refugees from Asian (6.9%) and African (15.1%) countries. Our most recent data indicates 95.5% of our population qualifies as economically disadvantaged (up from 91.3% in 2015), and we are pleased to offer free breakfast and lunch to 100% of our students as a Community Eligibility Provision (CEP) school. While 77.5% of our student population carry one or more indicators for being at-risk of failure, we also have 25.4% of students enrolled in Career and Technical Education courses, and 8.9% in Gifted and Talented tracks. English Language Learners amounted to 468 students (43.2%, up from 41.7% in 2015) and remain the inspiration for our extensive literacy and vocabulary initiatives. Through intensified recruiting and hiring processes, we have on-boarded 23 new faculty for a total of 63 classroom teachers who are highly qualified and certified to teach in middle school, high school, or both.

Located in an area that is affected by high crime and gang violence and low socioeconomic conditions, Jane Long Academy strives to exemplify a safe and secure school environment that provides a rigorous academic model in an atmosphere that supports the whole child. While adverse factors exist in the neighborhood, they need not invade our school community. It is our shared duty to provide wholesome enrichment and extra-curricular activities as a deterrent to external negative forces. To that end, our school continues to offer a variety of after school tutorials, sports, and clubs for the entire student body. This model not only provides remediation for students in need, but also the engagement and enrichment our young scholars need to feel invested in the school and their learning.

The Futures Academy Program at Jane Long Academy gives students the opportunity to earn an Associate's degree and valuable industry certifications in high-demand career fields while in high school – FOR FREE! Futures Academy collaborates with Houston Community College (HCC) to provide students courses of study that offer valuable technological and academic skills. Upon completion of the program, students are in position to be highly sought after by industry as well as four-year colleges and universities.

Jane Long Academy offers 3 different pathways: Associate Degree of Allied Health and Science (AAS) with a Pharmacy Technician certification, Pharmacy Technician certification without the AAS degree, and a level I Business Certificate. Students select a pathway after their sophomore year based on interest and based on the College Board's Accuplacer Exam outcome. This past academic year 2015-16, Jane Long Academy graduated 57 students, 16 of whom worked hard to receive their AAS degree in tandem with their Pharmacy Technician certification. These seniors were awarded close to \$1 million dollars in scholarships to 2 year and 4 year colleges and universities with the help of our new College Access Coordinator.

Jane Long Academy's partnership with Walgreens continues to flourish. This year we had 24 students complete their internship over the summer of their junior year for 3 HCC dual credit hours. These students were also paired with mentors from the University of Houston's Pharmacy Program. This was the first year that our students had access to mentors in pharmacy school as they were going through the hands-on internship. Students reported that having a mentor in the pharmacy school helped them think through courageous conversations they may have needed to have with pharmacy customers or staff. Being linked to someone in the school of pharmacy also helped raise awareness for future education opportunities, giving them insights into the nature and length of pharmacy programs in Houston that they can attend after completing their undergraduate degree.

SHARED DECISION MAKING (sample language provided – modify as needed)

Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making Committee model (SDMC) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. Teacher Development Specialists and other district level personnel also serve as members of the the Jane Long Academy CIT. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. The principal determines the number of classroom teachers; then assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

Membership Composition of the SDMC

Number of Classroom Teachers	2	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	1	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Andrew Zeringue	Classroom Teacher
Natalia Frangullie	Classroom Teacher
Jennifer Hewett	School-based Staff

Miriam Espinoza	Non-Instructional Staff
Nicole Hadman	Business Member
Lauren West	Community Member
Rosa Depujadas	Community Member
Gloria Pozo	Parent
Rebecca Martinez	Parent
Marcela Baez	Principal

Other Campus Intervention Team members (non-SDMC):

For campuses designated for *Improvement Required, Focus* or *Priority* for 2016-2017:

Name	Position
Rhonda Johnson	School Support Officer (SSO) or Lead Principal (LP)
Jane Kuchar	Professional Service Provider (PSP)
E. Leal, A. Bequette, J. Ross, N. Bellamy	Teacher Development Specialist (TDS)
Michael Love	Other district personnel – position: >Futures
	Other district personnel – position:
	Other:

NEEDS ASSESSMENT

Narrative of Data Analysis and Root Causes (causal factors – include % of economically disadvantaged data)

Jane Long Academy serves neighborhood, magnet, and >Futures Academy students. Our neighborhood students average 2-3 years behind in reading and math, and are often under-identified special education as well. Jane Long Academy has a 24.8% mobility rate and 95.5% of our students are economically disadvantaged. The neighborhood is saturated (0-2 miles) by 7 charter schools, and more than 55% of our zoned students attend other schools. We typically receive 200 or more students after the official PEIMS snapshot date. With a 43.2% ELL student population representing at least fifteen various countries, there is also a growing group of newcomers and refugees. Our >Futures Academy students are high achievers who score over the 50th percentile, are at or above grade level, are driven to perform academically, and who usually enjoy their cohort. Our magnet students are strong and competitive, and purposeful attention is given to them as focus is sometimes distracted by students requiring more attention.

Narrative of Identified Needs – Include Special Education Needs

We are pleased and proud that our interventions have led to an overall accountability rating of “Met Standard” for the second consecutive year, yet we also recognize that our work to improve must continue. Student Achievement (Index 1) was 5 points shy of the target score once again for 2016, and there are several areas on our radar for intervention. Student performance on the Social Studies STAAR showed a dramatic decrease from 46% passing in 2015 to only a 39% passing rate in 2016. Writing improved from a 37% passing rate in 2015 to 48% in 2016, while reading fell from a 60% in 2015 to 57% in 2016. There is prescribed need in English Language Arts, and Jane Long Academy has several programs in place to bolster student performance in reading and writing. Science scores improved from 54 to 58% and math is strong at 59%, though both of these measures are below the 60% standard.

Among our middle school sub-populations, the English Language Learners in particular struggled with writing (10% passing rate) and social studies (13% passing rate). This is also mirrored in our Hispanic ethnic group, where social studies scores were low at 36% and writing at 44%. It is imperative that targeted interventions bolster student performance in these important measures. The special education students of Jane Long Academy scored consistently in the 25-27% passing rate across all subject tests and represent another area of needed improvement.

Regarding high school performance, our End of Course exam data revealed considerable growth across nearly all subjects for the second consecutive year. The highest gains were achieved in biology, which had a remarkable 100% level II passing rate (up from 95% last year), and rose to 11% from 9% in the number of students achieving the level III commended passing rate. English I and Algebra I passing rates also saw 5 percentage point gains from last year, and the level III recognition for commended performance on Algebra I saw a jump to 35% from 22% last year. History retained its 98% passing rate while English II remained a bit stagnant at 76%. We are pleased with the growth and continue to work towards strengthening the deficiencies in language. The root causes include reading comprehension and vocabulary at all grade levels that must be addressed for all subpopulations. True differentiation in ELL's were not aligned, readiness and supporting standards were not taught with fidelity, drilling deep did not occur, there were low performing teachers, and student vocabulary development was not adequately addressed. There is a continued need for strategic, sustained efforts on the part of the Jane Long Academy teaching staff in order to improve campus performance on both district assessments. To that end, we have a number of interventions in place for 2016-17 and have the expectation that these programs will reap rewards for us this year. Please find a summary of STAAR and EOC results here:

STAAR Test Results Grades 6-8:

STAAR Level II Passing Rate	2016	2015
All tests combined	55%	55%
Reading	57%	60%
Math	59%	91%
Writing	48%	37%
Science	58%	54%
Social Studies	39%	46%

EOC Test Results Grades 8-10:

EOC Exam Level II Passing Rate	2016	2015
Algebra I	96%	91%
Biology	100%	95%
English I	83%	77%
English II	76%	77%
History	98%	98%

As defined in our intervention plan and with an eye toward improvement in our focus areas, we will:

- Execute school-wide implementation of CHAMPS classroom management strategies, including extensive initial and ongoing professional development, and investment in CHAMPS materials, guides, and support
- Provide additional time “double-dosed” in Reading/ELA and Math
- Implement the Secondary Reading Initiative (SRI) in grades: 6, 7, 8 and 9
- Implement the Literacy in the Middle program including classroom libraries in all core middle school classrooms, morning Drop Everything and Read time, and reading strategies skill building
- Supplement instruction with intervention programs including Think Through Math, iStation Reading, and ESL Reading Smart
- Utilize common assessments every 2-3 weeks that are closely aligned to curricular standards
- Scrutinize carefully the benchmark data (BOY, MOY, EOY, Snapshots) and prescribe remediation for students who score below standard as well as TEKS objectives that students do not master. Historic data trends clearly show benchmarks to be accurate, relevant indicators of STAAR student performance.
- Develop individualized instructional pacing calendars that recognize our students’ performance and needs and adjust instruction accordingly
- Structure PLC with common planning time for grade level teachers, including lesson planning, data analysis, and sharing instructional strategies
- Train teaching staff in the Curriculum Institute, literacy instruction, Lead4ward data analysis, and PowerUp digital transformation.
- Utilize high performing, veteran teachers as teacher content leads, and give them higher risk students.
- Provide a peer mentor for each new teacher and a peer buddy teacher for each teacher new to campus. We will continue providing New Teacher Institute support through formal and informal conferences and monthly hot topic meetings
- Double block middle school ELA/Reading and Math and provide a modified block schedule for Science and Social Studies
- Pull out targeted students for prescribed interventions during electives
- Encourage after school tutorials Monday-Thursday and lunch tutorials every day.
- Promote Saturday tutorials every Saturday (16 Semester 1 and 19 Semester 2), and provide free breakfast and lunch for attendees
- Use ELA, Writing, Social Studies and Math Tutors
- Implement several accessory programs, including Naviance, Prep Me, SAT prep, and STAAR/EOC Intervention Workshops

Our school day provides consistency for middle school students as they travel to eight periods every day, while our modified block schedule for grades 9-12 accommodates high school and college courses, and the requirements inherent to those. Student discipline and classroom management have taken a forefront with the implementation of the CHAMPS program. Teachers were provided a two-day intensive professional development in CHAMPS implementation, and were given resource books and materials. We believe the intentional teaching of desired behaviors, the careful analysis of misbehaviors, the use of positive interactions and reinforcements, and the school-wide consistency in our approach to students, will provide us with a much stronger foundation upon which we may build our instructional program.

Data analysis and application continues to have importance, and guide instruction through the integration of the Lead4ward program. Extensive professional development continues, and implementation includes informed changes to the pacing of our curriculum and the spiraling in of challenging content as illuminated by extensive data analysis. Additionally, we continue to target particular students for interventions based upon Lead4ward data.

Our staff continues to participate in daily professional development with grade level teams. The primary area of focus will be a greater fidelity to the teaching of readiness and supporting standards, and using student data to gauge instructional pacing that will inform practices and increase student performance. Grade level teams will focus on targeting students for interventions, building community and consistency in classroom procedures and structures, and being analytical in our management of behaviors and discipline. Character education and study skills are two areas our PLCs will explore. Additionally, our students must be required to work with greater time management skills as both of our district assessments are timed. Accuracy and speed are skills to be addressed within each content area, and common assessments will reflect this focus on timed testing. Greater adherence to open ended questioning in both math and reading will require a paradigm shift from previous types of testing; teachers will provide multiple classroom opportunities for students to make the transition from multiple guess assessments.

Demographic Data Analysis

A marked decrease (-9%) in enrollment this year breaks the trend we have seen over the past 3 years of continued 5% growth. Particularly impactful was the enrollment of only 190 sixth graders, when we typically anticipate 250-270 students per middle school grade level. We are investigating the effects of the opening of competing area charter schools and will be intentional in the marketing of our school to the community. Our average attendance rate was 94.2% last year and we have put systems in place, including the involvement of an attendance committee and a truancy officer, to increase our daily average attendance by at least 1.5%. Additionally, we have a focus to address teacher attendance issues. A slight change in demographics favoring our Asian and African-American populations recognizes the continuing influx of immigrants and refugees from Asian and African countries. Leavers are a concern and we work to identify and ensure enrollment.

School Processes Analysis

Teacher Practices: Our leaders conduct ten classroom observations per week. They are following the district Appraisal and Development System and inspecting the expectations set forth by our team. Our teachers are responsible for the Jane Long Academy non-negotiables which are similar to Marzano's 9 best practices. A few of the non-negotiables include: Teachers are to greet students at the door, teach on their feet, follow Madeline Hunter's lesson cycle, post lessons on line, plan from bell to bell, analyze individual student data, and monitor student data tracking systems. Teachers attend SIOP training to meet our goal of all teachers being ESL trained and certified. Additionally, teachers are to check for understanding, differentiate instruction and use scaffolding to chunk objectives. All teachers have student friendly objectives, ELPS, agendas and applications posted on board. Our staff continues to study their respective TEKS and receive professional development in literacy, ESL, and sheltered instruction strategies. In Jane Long Academy's accountability summary, we met standards on student progress and closing performance gaps but did not meet standards on student achievement. The set

target score for student achievement was 60 and Long Academy scored 55. We applaud the ability of our teachers to produce gains that exceed expectations (Index 2) and we have the goal of increasing those gains beyond the 60% passing rate (Index 1). English Language Learners continue to show scores significantly below other populations, with a 10% passing rate in writing, 13% in social studies, and 29% in science and reading being areas requiring growth. Our economically disadvantaged and our Hispanic populations are other subpopulations to target.

This year the staff at Jane Long will make regular, consistent use of data to plan interventions targeted specifically for these two sub pops. With the continuation of the 6th, 7th, 8th and 9th grade reading intervention and the new 8th intervention measure targeting students who are classified as Tier 2 (scoring between 25-50 %) or Tier 3 (lower than 25%) on Stanford, identified students receive an extra reading intervention class within their daily instruction. Reading teachers trained by iStation in reading strategies for struggling readers will teach this extra class period, and bi-weekly assessments will measure progress. Frequent data updates will be monitored by the department chair, dean of students and the principal. In 7th and 8th grade, all students are double blocked in ELA and Math. BOY, MOY and EOY data will be used both to track progress and regroup students based on performance. iStation will be used to conduct the TMSFA testing and administered 3 times yearly. The information received from the iStation testing will provide valuable fluency measures for teachers of struggling readers. All students will have a folder in each of their core classes which tracks their personal data for English, Math, Science and Social Studies.

Many of our seriously underachieving students are a result of having fallen several years behind in academic skills. These same students are at a greater risk of dropping out before they reach high school. Whatever the cause, the net effect is the same; what is needed is immediate, specific, personalized intervention that will help these students to close the gap and achieve grade level performance this year.

At the same time, our grade level and above grade level students require a challenging curriculum that will provide them with the rigor necessary for college readiness. Enrichment activities that engage and stimulate keep students involved in programs that positively counter any negative neighborhood influences. Both remedial and enrichment models will be implemented at Jane Long Academy. Daily planning time is provided teachers so that they may coordinate with their grade level peers. This time is sacrosanct; the goal is for teachers who share content to act as resources and support to/for one another. This design has a dramatic impact on student achievement.

Teacher Development Specialists in the Core subjects are critical links between Long staff and the District Curriculum Department. With strategies and tools specifically tailored to the Long population, they provide valuable input, guidance and collaborative resources for our staff. Our goal is to ensure their time spent with us is effective and efficient. Additionally, we have a team of Special Education experts working with our Teachers and Department Chairs to ensure that we effectively identify needs and implement the necessary services to our students. We are also in the process of collaborating with community partnerships to include PAIR, City of Houston Girl's Group, Gang Task Force, YMCA, and AMANNAH, to help us better serve the needs of specific groups of high-risk students.

Acts of Leadership

Jane Long Academy is pleased to have a cadre of lead teachers trained and developed on data analysis and application using the Lead4ward system. We have experienced teachers that have received training on how to mentor new-to-campus and new-to-teaching teachers. As a leadership team, we take seriously our role in building school culture and climate, and shaping our focus on achievement. Leaders conduct PLC meetings daily, and have one on one data conversations with our teachers. Additionally, we check interventions and grade distributions against common assessments every 2-3 weeks. Our policies and procedures are aligned to support progress as we ensure that our department heads attend district meetings and share the information with their

respective teams. We use EdPlan to inspect assessment practices and let the data drive the instruction and re-teaching. The TDS and SPED teams work closely with our teachers and leaders. TDS runs a department data meeting once per month and as in attendance for our weekly department meetings and monthly faculty meetings. Appraisers are looking for student, class, and teacher data on display and being utilized when they visit classrooms. We will utilize APEX online review/trainings in ELA, MATH, Science and Social Studies.

Perceptions Analysis

In the district’s “Your Voice” survey, our school’s overall rating is a C+. Of the parents that took the survey, 93% of them stated that they were satisfied with our school, which is a rise from 88% last year. Our school goal is to ensure that 100% of our parents are satisfied with our school. Other strengths that our parents stated include: communication, friendly school staff, teachers who motivate students to learn, and solid academic skills in reading. Some areas of growth include addressing school safety. Regarding bullying, 16% of parents strongly disagreed that Long Academy is free of bullying, violence, or gang activity.

Students reported that Long Academy expects them to get good grades, encourages them to work at their highest level, and that their teachers expect their students to work very hard for the grades they get. We must make sure students feel respected by adults at our school, and that students treat each other with respect. As well, Long needs to address the student perception that school rules are not always followed.

At Jane Long, we use data to drive instruction and we persevere in a safe environment. Students and Teachers alike understand our goals of high academic achievement, using data to drive instruction and ensuring a safe learning environment for all. Our school mantra is: “Good, Better, Best. Never let it rest. Until your good is better and your better is best!” A principal’s coffee is held monthly where parents and school leaders can speak about a wide variety of subjects from grades and safety to best practices. Parents attend education programs through Principal’s Coffees and Parent Engagement Workshops. Parents have learned how to use Gradespeed to check student attendance and grade and other computer training. We host a variety of community events such as content-themed nights, International Day, Career Day, White Coat Ceremony and Resume building workshops.

Following the in-depth data analysis, needs assessment and development of the campus SIP, Jane Long Academy demonstrates the following needs:

Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	No	55% out of 60%	Hispanic, White, ELL	Goal Area I and II
II. Student Progress	Yes	Exceeded measure	White, ELL	Goal Area I and II
III. Closing Gaps	Yes	Met standards	Hispanic, ED	Goal Area I and II
IV. Postsecondary Readiness	Yes	Exceeded measure	Hispanic, White,	Goal Area III

STAFF DEVELOPMENT PLANS

We have hired 27 teachers new to Jane Long Academy. We have paired teachers new to teaching with mentors, and teachers new to Jane Long with buddies, both of whom are experienced, knowledgeable guides. Continuing support includes monthly new teacher clinics, formal new teacher development activities, and informal new teacher support through grade level PLC meetings and content area collaboration. All staff attended our initial two weeks of professional development which included CHAMPS classroom management, Literacy in the Middle and school-wide reading and writing initiatives, Lead4ward and data analysis and implementation, and Power UP technology integration, as well as Blood borne pathogens, Children Protective Services, Bullying, Sexual Harassment, and Food Allergy training. The Jane Long Math Team attended RUSMPS (2 week Rice Math Teaching Workshop) and teachers attended NMSI training during the summer. The Early Adopter Teachers and Administration attended a week long Lead4ward conference and they will be training the staff during the school year. Our LOTE teachers attended the AP institute over the summer. We provided one week of curriculum training to lead teachers this summer. Our plan is to provide ELL and SIOP strategies school wide during early dismissal days. We will also continue writing and checking for understanding strategies school wide professional development.

SIP Part 2: Goals & Objectives

Based on the Data Analysis and Needs Assessment, the following Goals and **Measurable** Objectives must be developed to address the identified needs:

Goal Area I: Increase Student Achievement (HISD Goal 1)

1. Reading
2. Mathematics
3. Accountability and Federal System Safeguards
4. Index 4 Goals
 - a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
 - b. Ninth Grade Promotion (HS)
 - c. Advanced Course / Dual Credit Enrollment (HS)
 - d. AP/IB Exams Participation and Scores (HS)
 - e. PSAT/SAT/ACT Participation and Scores (HS)
 - f. College Readiness (ES,MS,HS)
5. Attendance
6. Highly Qualified and Effective Teachers, Administrators and Paraprofessionals

Goal Area II: Improve Safety, Public Support, and Confidence (HISD Goals 3, 5)

- a. Bullying Prevention
- b. Child Abuse & Sexual Abuse Prevention
- c. Coordinated Health Program (Elementary, Middle, and K-8 Campuses Required)
- d. Dating Violence Awareness
- e. Discipline Management – Safe Environments
 - a. DAEP Referrals
 - b. Special Education In-school Suspension
 - c. Special Education Out-of-School Suspension
- f. Drug, Tobacco, Alcohol Prevention
- g. Suicide Prevention
- h. Parent and Community Involvement

Goal Area III: Special Population Goals & Strategies

- a. Gifted & Talented Program
- b. Special Education Program
 - a. STAAR/EOC Participation
 - b. Representation
 - i. Overall
 - ii. African-American
 - iii. Hispanic
 - iv. ELL
 - c. Placement in Instructional Setting 40/41
- c. Economically Disadvantaged
 - a. STAAR/EOC Participation
- d. English Language Learners
 - a. STAAR/EOC Participation
 - b. TELPAS Reading and Composite Scores
- e. Dyslexia Program

GOAL AREA 1 – Student Achievement: Reading

Priority Need:	There will be a 10% increase in ELA and Writing STAAR scores across all grade levels.
Critical Success Factor(s):	CSF 1 Improve Academic Performance, CSF 2 Increase the Use of Quality Data to Drive Instruction, CSF 7 Increase Teacher Qu
Goal:	STAAR ELA 6 th – 60%; 7 th – 60%, 8 th – 70%, Writing: 7 th – 55%; English I: 100%, English II: 100%

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
To improve ELA scores across the campus and increase literacy plan focus of reading comprehension resulting in proficient readers who can decode vocabulary and understand text.	Build academic English skills through a school wide writing initiative. Monitor plans and instruction Rigor training, SIOP training and literacy professional development Monitor pacing and use of guide Curriculum and data study QTEL and Literacy Routines PD Use of High Yield Strategies Double Block ELA/Reading – Ela Tiered Master Schedule Double Block Direct in-school response to intervention	* All Teachers * Department Chairs * Dean of Students * Instructional Specialist * TDS * Principal	Houston ISD Hub Active Classrooms Master Courses Lead4ward iStation Planning Guides TDS Diagnostic test data Lead4ward ESL Reading Smart EdPlan QTELL APEX GF1-101 \$20,000 Instructional Supplies GF1 -137 \$62,624 Writing/Reading Teacher extra duty pay Literacy Night TDS Student Trackers Effective feedback Classroom Trackers Data Walls Achieve 3000 A4E Teacher Dashboard Study Isle Schoolwires Resource and Accountability PD	Year long implementation	BOY, DLA, Snapshot, MOY, IOWA, STAAR & EOY, Teacher created common assessments, iStation, Achieve 3000, PSAT 8-9, Naviance, TSI

			District NMSI PD Rice AP PD Doug Fisher Literacy PD		
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GOAL AREA 1 – Student Achievement: Math

Priority Need:	There will be a 10% increase in STAAR Math Scores across all grade levels.
Critical Success Factor(s):	CSF 1, Improve Academic Performance, CSF2 Increase the Use of Quality Data to Drive Instruction, CSF 7, Increase Teacher Quality.
Goal:	STAAR: 6 th - 60%; 7 th - 60%; 8 th - 60%; EOC: Alg I- 100% Alg II-100%;

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Reach all subpopulations and increase scores	Align differentiation in math movement by building PLC and conducting effective department meetings. Teach readiness and supporting standards with fidelity. Improve student vocabulary development to help students read and learn the language of Math. Tiered master schedule Direct response to in school intervention	All Teachers Department Chairs Dean of Students Instructional Specialist TDS Principal	*Lead4ward *Think through Math *TDS *Agile Minds *Double block Math for all students *GF1-101 \$20,000 Instructional Supplies *Think through Math *Math Night *Data Walls	*Daily *Monthly *Yearlong	BOY, DLA, Snapshot, MOY, IOWA, STAAR & EOY, Teacher created common assessments, iStation, Achieve 3000, PSAT 8-9, Naviance, TSI

GOAL AREA 1 Student Achievement: Performance Index - Student Achievement/Student Progress/Closing Gaps/Postsecondary

Priority Need:	Strengthening the performance of our subpopulations, especially with English Language Learners and Hispanics on Reading, Writing, and Social Studies				
Critical Success Factor(s):	CSF1, Improve Academic Performance, CSF2 Increase the Use of Quality Data to Drive Instruction, CSF 7, Increase Teacher Quality.				
Goal:	Minimum increases to 40% passing rate for English Language Learners across all tests, and an increase to 60% passing rate for Hispanics in all subject areas				
Measureable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Reach all subpopulations and increase scores	Align differentiation by building PLC and conducting effective department meetings. Teach readiness and supporting standards with fidelity. Improve student vocabulary development to help students read and learn the language of Math. Tiered master schedule Direct response to in school intervention	All Teachers Department Chairs Dean of Students Instructional Specialist TDS Principal	*Lead4ward *Think through Math *TDS *Agile Minds *Double block Math for all students *GF1-101 \$20,000 Instructional Supplies *Think through Math *Math Night *Data Walls	*Daily *Monthly *Yearlong	BOY, MOY, EOY, Snapshot, DLA, Common Assessments

OAL AREA 1 – Student Achievement: Attendance

Priority Need:	Increase our attendance rate from 94.1%
Critical Success Factor(s):	CSF 3 Leadership Effectiveness, CSF 4 Increase Learning Time, CSF 5 Family and Community Engagement, CSF 6 School Climate
Goal:	Increase our attendance rate at least 1.9% to 96%

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Increase our attendance rate to 96% from 94.1%	<p>Ensure call-outs and adequate procedures for absences investigation</p> <p>Recognize and reward students for good attendance</p> <p>Empower teachers to note absence patterns and report</p> <p>Increase school climate and sense of community to limit absences</p> <p>Appeal to parents and families to invest in attendance</p>	<p>All Teachers</p> <p>Office Staff</p> <p>Dean of Students</p> <p>Police Officer</p> <p>Social Worker</p> <p>Truancy Officer</p> <p>Principal</p>	<p>Daily membership reporting</p> <p>Data trends on illness absences</p> <p>Data from truancy officer</p> <p>Data from gang task force</p>	<p>*Daily</p> <p>*Monthly</p> <p>*Yearlong</p>	Daily membership reporting

Goal Area 2 - Improve Safety, Public Support, and Confidence: Student Discipline – Reducing Disproportionality in Out of School Suspension

Priority Need:	Lower the number and disproportionality of disciplinary suspensions
Critical Success Factor(s):	CSF 2 Quality Data, CSF 3 Leadership Effectiveness, CSF 4 Increase Learning Time, CSF 5 Family and Community Engagement, CSF 6 School Climate
Goal:	Decrease suspensions by 10% and bring proportionality of suspensions within 5% of population

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Decrease suspensions by 10% and bring proportionality of suspensions within 5% of population	Emphasize school-wide CHAMPS discipline training and management Pro-actively teach behaviors and expectations Employ alternative forms of discipline Remediate misbehaviors before they elevate into suspensions	All Teachers Department Chairs Dean of Students Instructional Specialist Police Officer Social Worker Principal	CHAMPS training and materials HISD Code of Conduct	Daily Weekly Monthly and Semester checks	Weekly evaluation of teacher referral rates and implementation of CHAMPS; Monthly evaluation of suspension rates and reasons

GOAL AREA 2 - Improve Safety, Public Support, and Confidence: Safety

Priority Need:	Increase the safety of our campus and limit the number of safety issues on our campus
Critical Success Factor(s):	CSF 1 Use of Data, CSF 3 Leadership Effectiveness, CSF 5 Family and Community Engagement, CSF 6 School Climate
Goal:	Decrease by 25% the number of safety-related incidents on our campus

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Decrease by 25% the number of safety-related incidents on our campus	Monthly meetings of the safety committee with review of safety concerns and recommendations for remediation Regular fire drills, and lock down drills	All teachers and staff Police Officer Social Worker Nurse Safety Committee members	School safety guidelines District Safety Personnel	Daily Weekly and Monthly checks	Weekly and Semester safety records

GOAL AREA 2 - Improve Safety, Public Support, and Confidence: Parent and Community Involvement

Priority Need:	Increase parent and community involvement
Critical Success Factor(s):	CSF 1 Use of Data, CSF 3 Leadership Effectiveness, CSF 5 Family and Community Engagement, CSF 6 School Climate
Goal:	Hold two large and four smaller events for parents and community showcasing the school and programs

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Increase parent and community involvement by holding two large and four smaller events for parents and community	Bring together community partners and school personnel to create events for parent and community involvement	Social Worker Truancy Officer All teachers and staff Content Leads Sports Coaches Fine Arts teachers Deans Principal Community members	District calendars Title I standards for community involvement	Weekly and monthly checks	One major fall and one major spring event, plus two smaller events per semester

GOAL AREA 2 - Improve Safety, Public Support, and Confidence: Coordinated Health Program (ES, MS and K-8 Campuses)

Priority Need:	Ensure a comprehensive, coordinated health program
Critical Success Factor(s):	CSF 3 Leadership Effectiveness, CSF 5 Family and Community Engagement, CFS 6 School Climate
Goal:	Ensure a coordinated health program servicing all of our students

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Coordinating a comprehensive health program ensuring the health of the whole child	Strengthen PE health content to include peer conflict and resolution, drug and alcohol awareness, and healthy habits Coordinate with nurse and health screenings Strengthen eyeglasses field trips and health check ups	Nurse PE Coaches Social Workers Teachers and Staff Deans Principal Community members	Health curricula Mandated health screenings Community resources	Monthly activities and Semester checks	Increase in the number of participants in health screenings and health education events, increase in the number of community partnerships, increase in reported overall health on YourVoice surveys

GOAL AREA 3: Special Populations – Special Ed., Gifted and Talented, ELL, Econ. Disadvantaged, Dyslexia, At-Risk, etc.

Priority Need:	Ensure equity of resources and performance for special populations
Critical Success Factor(s):	CSF 1 Academic Performance, CSF 2 Use of Data, CSF 3 Leadership Effectiveness, CSF 4 Increase Learning Time, CSF 5 Family and Community Engagement, CSF 6 School Climate, CSF 7 Teacher Quality
Goal:	Ensure the needs of special populations students are being met 100% of the time

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/ Formative Evaluation
Ensure the needs of special populations students are being met 100% of the time	Review ARD and 504 documentation to ensure adequate coverage of needs Professional development for teachers regarding modifications Prep standardized testing materials well in advance to ensure adequate modifications	Nurse SpEd Coordinator Testing Coordinator Teachers and Staff Deans Principal Community Members	ARD and 504 Guidelines Testing guidelines Testing data	Weekly Monthly and Semester checks	Semester checks for adequate differentiation and modification for our special populations and semester checks for their academic performance

SIP Part 3: Special Funding Goals

Goal Area: Title I, Part A – 8 Required Components of Schoolwide Planning

(Standard language provided, please update data.) Please complete the following information.

1. **Comprehensive Needs Assessment** All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards. PL 107-110 §1114(b)(1)(A) ; PL 107-110 §1115(d)(2)(A)
 - **Jane Long Academy has continued into its second year of success with a “met standards” rating and has seen improvements in many student performance measures. Focus areas of improvement include writing and social studies scores, as well as the performance of our Hispanic and our English Language Learners subpopulations**
2. **Schoolwide Reform Strategies** Four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement are listed below. Strategies are based on scientifically-based research to increase achievement for each sub-group on state tests. PL 107-110 §1114(b)(1)(B) ; PL 107-110 §1001(9)
 - 1) **Use of CHAMPS schoolwide classroom management and discipline system**
 - 2) **Emphasis on data analysis and remediation through Lead4ward strategies and techniques**
 - 3) **Reliance on targeted remediation and prescriptive assistance through during-school and after-school tutorials, Saturday classes, and boot-camp workshops**
 - 4) **Extensive professional development opportunities for teachers ranging from 2 weeks PD in August to content specific PD from campus TDS and district personnel, to daily PLC PD on data, management, and curriculum**
3. **High-Quality and Ongoing Professional Development** Jane Long Academy ensures high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development includes the goals and objectives of the school-wide plan, and will receive the sustained, high-quality professional development required to implement them. PL 107-110 §3115(c)(2)(D) ; PL 107-110 §1114(b)(1)(D)
 - **The process of high-quality professional development includes bringing in specialists such as CHAMPS directors, Teacher Development Specialists, and other district personnel, and ensuring adequate resources and follow up are provided for effective implementation**
 - **The process of ongoing professional development includes calendared opportunities for PD during the two weeks before school starts, during monthly early release days, and throughout daily PLC times. We actively set aside days for data analysis, pedagogy, CHAMPS and discipline management, and for curriculum development and collaboration**
4. **Strategies to Increase Parental Involvement** Jane Long Academy identifies several strategies for parent and community engagement PL 107-110 §1118
 - 1) **Orientation for new students and open house, including meet-the-teacher night**
 - 2) **Principal’s Coffee, SDMC meetings, PAC meetings, and other formal events**
 - 3) **Newsletters, marquee updates, website announcements, and phone call-outs**
 - 4) **Frequent showcases including sporting events, science, math and literacy nights, fine arts celebrations, and special ceremonies**
5. **Ensure Smooth Transition for Students** The staff at Jane Long Academy seek to assist students and families in transitioning well to and from our school. PL 107-110 §1114(b)(1)(G) ; PL 107-110 §1115(c)(1)(D)

(SECONDARY) Transition activities: Students entering our sixth grade are greeting with an orientation meeting with an opportunity to tour the school, meet their teachers, and hear about our rules and procedures. Our eighth grade students receive extensive information regarding high school choices, and if they apply to our own Futures Academy, are also afforded an orientation meeting. Teachers take time with orientation activities the first week of school, and an early open house assists parents in learning about the school.

6. **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments** Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions based upon that data. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues. PL 107-110 §1114(a)(1)(H)
7. **Effective, Timely Additional Assistance** The use of formative and summative assessments allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely. Data analysis routines ensure students and population groups are identified and their performance investigated so that prescribed remediation can occur. PL 107-110 §1115(b)(2)(B) ; PL 107-110 §1114(b)(1)(I)
8. **Coordination and Integration of Federal, State and Local Services Programs** At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities. Our social worker is key in coordinating programs, and our business manager and principal ensure money is spent in appropriate and beneficial ways. Our data team then ensures service programs meet the intent and produce measurable student advances. PL 107-110 §1112(b)(1)(E) ; PL 107-110 §1114(b)(1)(J)

Goal Area: State Compensatory Education

Total amount of State Compensatory Education (SCE) funds: \$\$730,898

Are personnel positions funded with SCE funds? (Yes/No):Yes

List position titles funded (whole or partial funding) with SEC funds: English teacher, math teacher, science teacher, social studies teacher

Total number of FTE's funded with State Compensatory Education funds: 13.4

Brief description of how these funds are utilized on your campus: Hiring of additional, highly qualified teachers to lower class size and ensure adequate instruction

NOTES:

- State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.
- For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at a campus.

Goal Area: Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Nurse Dori Brasher

2. Vision Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Dori Brasher

3. Hearing Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Dori Brasher

4. Type 2 Diabetes Screening at Grades: 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Dori Brasher

5. Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse Dori Brasher

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: Nurse Dori Brasher

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2016-2017

Below, please provide an executive summary of the School Improvement Plan (SIP) for your campus. This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.

Campus Name: Jane Long Academy

School Overview

Jane Long Academy is a 6th-12th grade school located in the heart of southwest Houston, whose vision is to continue to gain recognition as a flagship >Futures Academy for Pharmacy Technology. With our partners Walgreens and Houston Community College, Long Academy is proud to bring a pathway from sixth grade straight through an Associate's degree and career. We celebrated our first graduating class in May 2016, and we are honored to have our 57 senior Longhorns who earned more than \$900,000 in scholarships to four year universities. At latest measure we currently have 223 students in the high school and 742 students in the middle school and we continue to enroll students daily. This year marks the first time in four years that our enrollment has declined (-8.8%), likely due to heavy competition from a growing number of charter and private schools in the area. Currently 95.5% of our population (up from 91% last year) is considered economically disadvantaged and 43.2% (up from 41.7%) of our population is identified as being Limited English Proficient. We were awarded this year a Community Eligibility Provision 100% free breakfast and lunch for our students, in recognition of the economic need demonstrated by the majority of our families. Long Academy continues to welcome newcomer immigrants and refugees from dozens of countries, and we celebrate the 50 different languages spoken by our students.

Needs Assessment Summary

Jane Long Academy is pleased to be in its second year of the "met standards" accountability rating, and we celebrate our gains particularly in Index 2, students exceeding annual progress. With Index 1, student achievement, there remains areas of improvement. While the passing rate of our students on the STAAR writing assessments increased from 37% in 2015 to 48% in 2016, we are not satisfied until more gains are demonstrated, particularly in our ELL and Hispanic populations. Overall reading scores stagnated at 57% for 2016, while social studies scores fell to 39% from 46%. These results justify the school-wide implementation of Literacy in the Middle reading and writing initiatives. As well, all JLA scholars are double blocked in ELA and Math, and students participate in intervention periods as per their individual needs. Science scores increased 4 points to 58%, and math passing rates held at 59%. We will continue to use Think Thru Math, I-station, Study Isle, Reading ESL, Reading Initiative teachers, and Thinking Skills Periods for interventions and tutorials for remediation and intervention, and use the data to drive instruction. We will continue our work with the High School to maintain and improve scores across content. Our end of course exams were as follows- Algebra: 96% (up from 91%), Biology: 100% (up from 95%), English I: 83% (up from 77%) and English II and History which held steady at 76% and 98% passing rate. Extra intervention and focus will be given to English I and English II students and to raising the number of students achieving the level III distinction on STAAR EOCs.

A review of student attendance data reveals the average daily attendance rate decreased to 94.5%. We continue our home visits and to hold students and parents accountable for attendance. At Jane Long Academy we are focused on academic excellence and increasing our overall STAAR scores by at least 10% across all content areas. Teachers have participated in Rigor training and much data training. All students track their respective data (common assessments) as does each teacher across the campus. Additionally, we have implemented a writing initiative across campus standard where writing takes place in every single classroom usually in the form of an exit ticket. We implemented CHAMPS behavior and classroom management training school wide, to provide for the consistent teaching of expectations, and for positive behavioral strategies designed to build community and lessen the need for disciplinary measures. Jane Long Academy is focused on improvement, academic achievement, and accountability, and we are working toward those goals with urgency and a no excuse mentality and work ethic. Our teachers continue to attend extensive professional development opportunities ranging from daily PLC

explorations to monthly and summer institutes. Our faculty also continues to attend writing workshops given by our lead teachers that were trained in the Writing Institute this past summer. Teachers have PLC and department time where they collaborate, plan and desegregate current data.

List of Measurable Objectives

A primary goal is to increase student achievement for 2017 in reading, writing and social studies scores by at least 10% across grade levels. We are also working on increasing the numbers of students meeting the commended level III standard within each subject area. Utilization of student data is key, and we review each student individually for initial placement and for continuing remediation programs.

We will continue to ensure safety and build parental involvement resulting in strong academic culture. Principal's coffees continue to be well attended by parents and guardians yet we hope to increase attendance numbers by 10% as well.

Our SPED population continues to grow at approximately 11% of our overall student body populations. We have sent the entire SPED team for specialized training in Easy IEP and effective case management in hopes that our students will be better served and prepared to meet the assessment requirements this year. We will continue to seek support from the SPED TDS and other SPED central office folks so that we can align support and provide appropriate and effective professional development for our staff.

Major Strategies and Initiatives Summary

Jane Long Academy expects considerable returns from our school-wide initial intensive investment in the CHAMPS behavior and classroom management system. Goals are to see fewer disciplinary referrals, increased learning time, and a better school climate based upon this system of being intentional about teaching expected behaviors, building relationships, and increased positive interactions. The next major investment in Longhorn's success is the district's Literacy in the Middle campaign, and with the influx of classroom libraries and reading strategies we expect to have the interventions in place to meet our goals of 10% increases in reading and writing scores this year. A decline in social studies scores could also be attributed to difficulties with reading and language acquisition. Scores were particularly low with our Hispanic and English Language Learners populations. With the help of our TDSs, dedicated language coach, and restructured newcomer and ELL classes, Long Academy is paving the way toward our long-term goal of a 60% passing rate across all subjects and subpopulations. Faculty find support in daily grade-level PLC and weekly content meetings, as well as monthly professional development opportunities. The focus of these meetings are data analysis and utilization, curriculum development and differentiation, reading strategies and literacy implementation, and classroom management and culture building. Armed with these strategies and data, our final major initiative of intensive prescribed interventions through daily pull-out remediation, after school tutoring, and Saturday classes will target those individuals and subpopulations most at risk and empower them with the skills needed to succeed. As the only middle school in Houston to provide a free college degree, Jane Long Academy continues in its mission to provide a pathway for some of Houston's most needful students from 6th grade through high school and an Associate's degree to a meaningful career pathway.