Raul Longoria Elementary
CAMPUS IMPROVEMENT PLAN
2023-2024

Raul Longoria Elementary Mission & Vision

Vision

Our vision at Raul Longoria Elementary is to help develop the leaders of tomorrow. Provide academic excellence, and prepare our students for post-secondary education. We will accomplish this by using innovative ideas, technology, and rigorous academic environment in which each student will reach their maximum potential.

Mission Statement

All students at Raul Longoria Elementary will be provided opportunities to develop leadership qualities that will ensure that they are college, work, and 21st century ready.

Loyal Longoria Elementary staff will:

*L*ead with passion
*I*nspire life-long learners
*O*pen opportunities for generational changes
*N*ourish, love and have compassion for self & others
*S*erve with purpose and humility

Roaring Towards Excellence!

2023 School Board of Education

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Yolanda Castillo, Assistant Secretary
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Ranulfo Marquez., Assistant Superintendent for Academics

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Rafael Gonzalez*, Administrator for Operations*

School Based Decision-Making Committee: 2023-2024

School Administration
Dr. Rosalina Garcia-Borrego, Principal
Elisa Aguilera, Asst. Principal
, Counselor

Para-Professional
Martinez, Julie

Support Staff
Medrano, Joey

Community Member
Sandoval, Cynthia

Meeting Dates
- 10/20/2023
- 11/17/2023
- 1/26/2024
- 3/08/2024

Professionals
Gomez, Veronica – PK Kinder
Cortez, Martina- Kinder
Pena, Sara - 1st Grade
Martinez, Blanca– 2nd Grade
Villarreal, Jessica– 3rd Grade
Segura, Anabely-4th Grade
Ornelas, Laura– 5th Grade
Nora Contreras– Collaborative Learning Leader

Resource
Jessica Castillo – Special Education Teacher

Parent
Vasquez, Antonia

School Administration

Dr. Rosalina García-Borrego, Principal
Elisa Aguilera, Asst. Principal
Dr. Susana Arredondo, Executive Officer

Pre-Kínder Cano-Pena, Cynthia Gomez, Veronica Moreno, Maria **Prek-3** Galicia, Maria Median, Kristin Reyes, Isaac	**Kinder** Cortez, Martina Dennett, Christal Gutierrez, Karla Isaacs, Karin	**1st Grade** De la Paz, Krystal Garza, Alisa Pena, Sara Rodriguez, Maria	**2nd Grade** Lopez, Yadira Martinez, Blanca Pena, Noemi	**3rd Grade** Barcenas, Cynthia Franco, Stephanie Tovar, Gloria Villarreal, Jessica
4th Grade Garcia, Susanna Garcia, Sylvia Hernandez, Samantha Segura, Anabely	**5th Grade** Garcia, Martin Garza, Irma Guerra, Rachel	**Resource** Castillo, Jessica – Sp. Ed. Herrera, Noelia – Sp. Ed. Ornelas, Laura– Science Lab Compean, Roberto– P.E. Coach García, Ludivina- P.E. Coach. Leos, Enedelia– Music Lopez, Moises – Sp. Ed. Marin, Maribel- Librarian García, Paola- Nurse Perez, Juanita – Reading Coach	**Cafeteria** García, María –Manager Cabello, Juana Robles, Melina Ybarra, María	**Custodians** Maldonado, Joey– Head Espino, Maria Hernandez, Enrique
Crossing Guard Gutierrez, Maria Benancio Vela	**Speech Therapist** Esquivel, Rosemary **Diagnostican**	**Office Staff** V acancy - Counselor Martinez, Julie- Computer Lab - Parent Educator Vela, Sara- Secretary Garza, Sara- Peims Clerk Vera, Dora– Office Clerk	**CLL** Contreras, Nora **Reading Coach** Perez, Juanita	**Paraprofessionals** Martinez, Julie – Computer Lab Manager

School Profile

Executive Summary
Campus Improvement Plan: School Year 2023-2024

Campus Name: Raul Longoria Elementary School

Mission: In order to prepare students to live in and excel in an ever-changing world; Raul Longoria Elementary provides a comprehensive, quality instructional program that ensures equity and accessibility to all. We are committed to instilling in each student a desire to achieve the highest standard of intellectual and personal development. All students will be provided opportunities to develop higher order thinking skills and leadership abilities to ensure that they are college, work, and 21st century world ready.

Demographics Summary : The current enrollment for Raul Longoria Elementary that was captured during the Fall 2023-24 submission by ESC on January 20th, 2023 included a total of 572 students. The student population at Raul Longoria Elementary consists of 98.5% Hispanic, 1% White, 0.6% Black. Our students represent low socio-economic status of approximately 92.8% with 1.8% migrant students and a high percentage of mobility. Approximately 5.7% of our student population receive special education services, while 4% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 3.1% of our student population. The bilingual population is approximately 44.5%. The attendance rate for the campus has consistently maintained at approximately 90.8%. Longoria Elementary is a neighborhood school. Most of our students live in the Citrus Bay, Boulder Park area, and in the neighborhood across the school, which encircles our campus. We currently have 32 students who transferred into Raul Longoria Elementary from various zones and our attrition rate is currently stands at 14.5% in regard to mobility.

Challenges

Raul Longoria Elementary received an overall grade of 84 out of 100 based on performance in three different areas, or domains. Raul Longoria was rated a D campus overall. In Domain I Student Achievement, Raul Longoria earned a 62. Domain I shows how much students know and can do at the end of the school year. In Domain II, School Progress, Longoria earned an 88. Domain II shows how students perform over time and how that growth compares to similar schools. In Domain III, Closing the Gaps, Longoria scored a 76. Domain III shows how well different student groups within a school are performing.

Executive Summary

Executive Summary Cont.

Areas of Priority:

The areas of priority for Raul Longoria Elementary are to increase the Academic Achievement and grow in the percent of students who perform at the Meets & Masters level by 10%. We also plan to make a 15% growth with our special population in the Closing the Gaps domain by June 2024 so that we can support the needs of our student's and also earn the rating of an A campus. Raul Longoria's goal is to improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction which will be rigorous and engaging to support the varied needs of our students.

School Initiatives:

- Initiative 1 or Goal #1: Student Achievement – Percentage of students performing at Meets
- Initiative 2 or Goal #2: Closing the Gaps – Special education population
- Initiative 3 or Goal #3: Improve Safety, Public Support, Culture & Climate – Social and emotional learning & providing leadership activities opportunities through extracurricular activities
- Initiative 4 or Goal #4: Improve Staff Quality, Recruitment & Retention – Increase high quality & engaging lessons

Comprehensive Needs Assessment Summary: Raul Longoria Elementary received an overall grade of 87 out of 100 based on performance in three different areas, or domains. Raul Longoria was rated a B campus overall. In Domain I Student Achievement, Raul Longoria earned a 62. Domain I shows how much students know and can do at the end of the school year. In Domain II, School Progress, Longoria earned an 92. Domain II shows how students perform over time and how that growth compares to similar schools. In Domain III, Closing the Gaps, Longoria scored a 74. Domain III shows how well different student groups within a school are performing.

Executive Summary

Executive Summary Cont.

Curriculum and Instruction and Assessment: Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on guided reading. The campus, as a whole, provides guided reading instruction and interventions for the first 90 minutes of the day. Students are engaged in intentional reading instruction that focuses on fluency and comprehension. Because of our Bilingual program, Longoria offers fourteen Dual Language classrooms: 2 in each grade level PK-5th. The mission for our campus is to develop students who are fluent readers, critical thinkers and problem solvers, and 21st century ready. Recognizing the need to engage students in authentic reading and meaningful practice, our focus will be on classroom libraries to promote the love of reading, as well as provide materials and professional development to support reading fluency and comprehension. Handwriting will also be a focus of literacy instruction so that students will be able to write legibly and fluidly.

Summary of Goals: Raul Longoria's goal is to improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets and Masters level on STAAR by 10% in all subject areas and subgroups. Students in grades K-2 will show a 10% increase in the number of students performing in Tier 1 as determined by TPRI/Tejas Lee, Istation reading, Imagine Learning Math, and Reasoning Minds for Math. Each grade level will show a 10% increase in the percentage of students reading on grade level. State data will reflect a 10% increase in Domains I, II, and III. Longoria Elementary will provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide social emotional initiative. In addition, Longoria Elementary will increase the academic achievement of all students, in all subgroups by 10%. Close the achievement gap by 10% between the economically disadvantaged, special education and EL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Longoria Elementary will continue to partner with community stakeholders to ensure student/campus success.

Dr. Rosalina Borrego-García, **Principal**

Executive Summary

Executive Summary Cont.

New Teacher Summary:

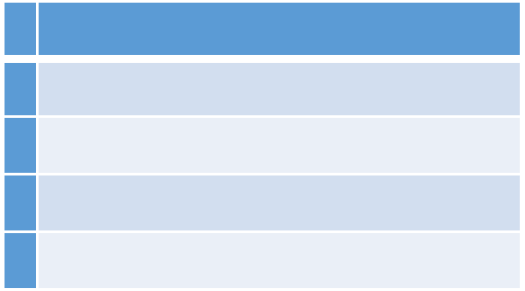
New Teacher to Campus: Cynthia Barcenas (Kinder)

Teacher	Starting Date	New to Campus	New to Grade Level	Trainings Received
Cynthia Barcenas	August 28, 2022	No	Kinder	*Shadowed two teachers- foci: Engagement, Scaffolding questioning, Differentiation strategies (subjects: Reading & Math) *Coaching & Mentoring with feedback sessions *Ongoing district trainings: Pearlized Math, TTESS *Ongoing CLC professional development: Data analysis, Scaffolding, Differentiating Instruction,

Executive Summary

Executive Summary Cont.

Highly Effective Teachers:



Executive Summary

Executive Summary Cont.

Performance index report:

Domain	Domain Score Earned /Target Score			Root Cause(s) (if index missed)
	2021	2022	2023	
Domain 1	17%	35%	62%	*The primary root cause in Domain 1 can be attributed to a gap that has the campus has been working on closing.
Domain 2	NA	92	92%	
Domain 3	NA	74	74%	
Overall	NA	87	87%	

Executive Summary

Performance Targets (Use 2023 STAAR Performance):

Target Area	Plan of Action
Special Education	*Collect & analyze data by special populations to help drive instruction & interventions *Use differentiated strategies based on needs *Determine the appropriate materials for tutorial & accelerated instruction *Implement Action Plans with fidelity
Math, Reading, and Science Performance	*Closely monitoring student progress using formative assessments, CBA's, Benchmark 1 & 2, ISTATION Reports, Imagine Math Reports, Progress Monitoring Forms, DMAC Reports *Identify student's strengths & needs in an effort to plan for targeted interventions
TELPAS	*Analyze TELPAS data by grade level to implement plan of action based on student's needs *Closely monitor student progress using Summit K12 and Telpas journals *Implement TELPAS block and monitor for fidelity *Conference with teachers bi-weekly to monitor student progress *Implement Action Plans and Monitor for fidelity
Obtaining Distinctions	*All teachers will engage students in comprehension strategies routinely such as: D.O.K. Questioning, Open-ended questions, Scaffolding, STAAAR Question Stems, Genre studies *Data Conversations with feedback,

Executive Summary

Executive Summary Cont.

3-Year STAAR Performance (Use 2018, 2021, 2022,2023 Data to Complete this report including projections) :

	Math	Reading	Science	Writing
2024 Projections	Approaches: 10% Meets: 15% Masters: 10%	Approaches: 10% Meets: 15% Masters: 10%	Approaches: 10% Meets: 15% Masters: 10%	NA
2023 STAAR Data	Approaches: 65% Meets: 35% Masters: 10%	Approaches: 59% Meets: 32% Masters: 15%	Approaches: 63% Meets: 38% Masters: 14%	NA
2022 STAAR Data	Approaches: 54% Meets: 29% Masters: 12%	Approaches: 62% Meets: 40% Masters: 19%	Approaches: 60% Meets: 35% Masters:11 %	N/A
2021 STAAR Data	Approaches: 27% Meets: 12% Masters: 6%	Approaches: 42% Meets: 19% Masters: 11%	Approaches: 37% Meets: 7% Masters: 0%	Approaches: 21% Meets: 0% Masters: 0%
2018 STAAR Data *Baseline	Approaches: 83% Meets: 52% Masters: 23%	Approaches: 78% Meets: 46% Masters: 20%	Approaches: 84% Meets: 46% Masters: 14%	Approaches: 68% Meets: 44% Masters: 8%

Executive Summary

Executive Summary Cont.

Action Steps and Progress Monitoring Systems:

Root Cause / Growth Areas	Action Steps	Monitoring Systems
*Increase the percentage of students performing in the Meets & Masters	*Closely monitor student progress *Utilize targeted interventions *Create action plans with resources to provide differentiated instruction & teach for mastery *Routinely use D.O.K. questions, Open-ended questions, STAAR question stems *Ensure students know how to use technology	*Weekly assessments *District Benchmarks *DMAC Data *ISTATION Reports *Imagine Math Reports *Campus Progress Monitoring *Classroom Walkthroughs
*Special populations groups percentage will increase in the Closing the Gaps Domains	*Closely monitor student progress *Utilize targeted interventions *Create action plans with resources to provide differentiated instruction & teach for mastery *Routinely use D.O.K. questions, Open-ended questions, STAAR question stems *Ensure students know how to use technology	*Weekly assessments *District Benchmarks *DMAC Data *ISTATION Reports *Imagine Math Reports *Lexia Reports *Campus Progress Monitoring *Classroom Walkthroughs

Academic Need(S):

Our current professional development needs at Raul Longoria Elementary include the following:

*Interventions & strategies to help meet the needs of our special education students

*Acceleration strategies to help close the academic gap due to the pandemic

Executive Summary

Executive Summary Cont.

Tutoring schedule:

At Raul Longoria Elementary School, we are providing tutoring services Monday through Thursday from 4:15 p.m. – 5:00 p.m. for 2nd – 5th grade. Additionally, we help support our students' academic needs by providing tutorials on Saturday's from 9:00 a.m. – 12:00 p.m.

Pharr-San Juan-Alamo Independent School District
Campus Executive Report

Updated: 6/14/22

Saturday Tutoring (9:00-12:00) (3hrs.)	Weekly Tutoring (Mon. - Thur.) (after school – 45 min./day)	
Oct. 22	Oct. 17,18,19,20	Feb. 15,16
Oct. 29	Oct. 24,25,26,27	Feb. 20,21,22,23
Nov. 5	Oct. 31, Nov 1,2,3	Feb. 27, 28
Nov. 12	Nov. 7,8,9,10	Mar. 1,2
Dec. 3	Nov. 14,15,16,17	Mar. 6,7,8,9
Dec. 10	Nov. 28,29,30	Mar. 20,21,22,23
Jan. 14	Jan. 9,10,11,12	Mar. 27,28,29,30
Jan. 21	Jan. 16,17,18,19	Apr. 3,4,5,6
Jan. 28	Jan. 23,24,25,26	Apr. 10,11,12,13
Feb. 4	Jan. 30,31,	Apr. 17,18,19,20
Feb. 25	Feb. 1,2,6,7,8,9	Apr. 24,25,26,27
Mar. 4		

***STAAR Testing Window: May 2nd -6th, May 9th – 12th**

# Of Teachers (15): 2nd = 2 Teachers
3rd = 4 Teachers
4th = 4 Teachers
5th = 5 Teachers

0f Days: 12
12 days **X** 3 hrs. per day = 36hrs. **X** $35.00 =28,743.75

15 # Of Teachers: 2nd = 2 Teachers
3rd = 4 Teachers
4th = 4 Teachers
5th = 5 Teachers

# of Days: 79
79 days **X** .75 (45 minutes) = 55.25 hrs. **X** 35.00 per hr. =$2,073.75 X 15 Teachers = **$ 31,106.25**

($18,900.00 + $3,106.25= **$50,006.25 Total**

Board of Education Goals

Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 57% to 60% by June 2023.

Goal progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2024.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2024.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2024.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2024.

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2024.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2024.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2024.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2024.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2024.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2024.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2024.

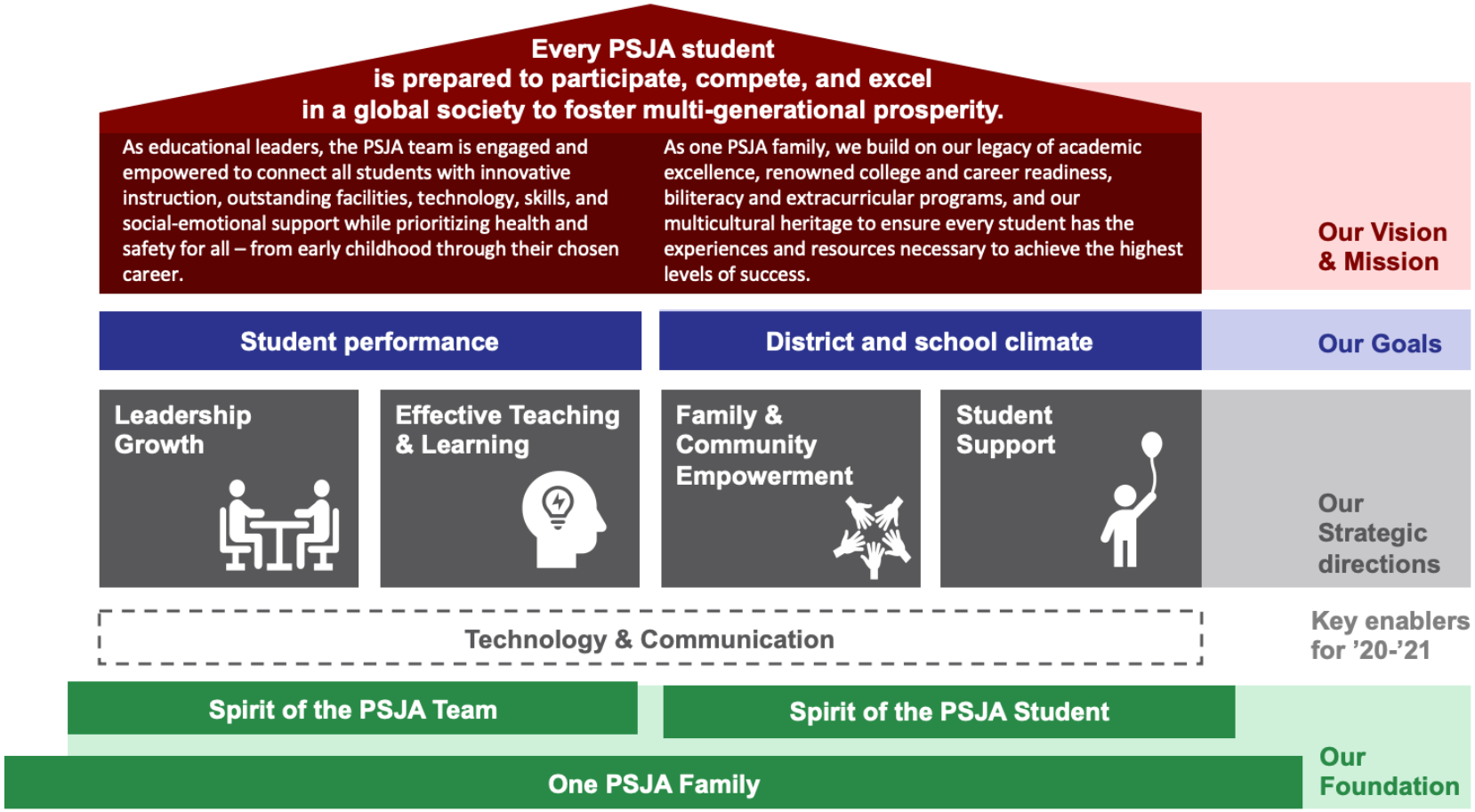
Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2024.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2024.

2023-2024 Strategic Planning Framework



CIP Part 1: Background, Data Analysis, and Needs

Beliefs

Guiding Principles

*Commitment to Greatness
*Passion for our Work
*Live the Golden Rule
*No excuses
*Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

2021-22 Texas Academic Performance Report

District Name: **PHARR-SAN JUAN-ALAMO ISD**

Campus Name: **RAUL LONGORIA EL**

Campus Number: **108909115**

2022 Accountability Rating: B

Distinction Designations:

- **Academic Achievement in Mathematics**
- **Academic Achievement in Science**
- **Postsecondary Readiness**

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2022- 23 STAAR Campus TAPR
2. TELPAS Scores
3. TPRI / Tejas Lee Data
4. 2022 - 2023 Attendance
5. PEIMS Demographics
6. Parental Involvement Data

CINA Domain #1: By Subject – Math

Domain #1

Demographics Summary

MATHEMATICS

The following sources from across the campus were used to review the **Mathematics** data at Raul Longoria Elementary by the Site Based Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Mathematics,** group passing rate in the **All Grades** area at **Approaches**, at Raul Longoria Elementary was 65%, increasing 11% from the (90/60/30 threshold) for the 2022-23 school year.
- The **Mathematics** group passing rate in the **All Grades a**reas at **Meets,** at Raul Longoria Elementary was at 35%, increasing 6% from the (90/60/30 threshold) for the 2022-23 school year.
- The **Mathematics** group passing rate in the **All Grades** areas at **Masters,** at Raul Longoria Elementary was at 10%, falling 3% from the (90/60/30 threshold) for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

The **Mathematics** group passing rate in the **All Grades** areas % a**t Approaches,** at Raul Longoria Elementary was 65% and will continue to make progress.

CINA Domain #1: By Subject - Science

Domain #1

Demographics Summary

SCIENCE

The following sources from across the campus were used to review the **Science** data at Raul Longoria Elementary by the Site Based Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Science,** group passing rate at **Approaches**, at Raul Longoria Elementary was 63%, increasing 3% from the (90/60/30 threshold) for the 2022-23 school year.
- The **Science** group passing rate at **Meets,** at Raul Longoria Elementary was at 38%, increasing 4% from the (90/60/30 threshold) for the 2022-23 school year.
- The **Science** group passing rate at **Masters,** at Raul Longoria Elementary was at 14%, increasing 3% from the (90/60/30 threshold) for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

The **Science** group passing rate in the **All Grades** areas **% at Meets,** at Raul Longoria Elementary was at 38% and will continue to make progress.

CINA Domain #1: By Subject – Reading

Domain #1

Demographics Summary

READING

The following sources from across the campus were used to review the **Reading** data at Raul Longoria Elementary by the Site Based Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Reading,** group passing rate in the **All Grades** area at **Approaches**, at Raul Longoria Elementary was 59%, falling 31% from the (90/60/30 threashold) for the 2022-23 school year.
- The **Reading** group passing rate in the **All Grades a**reas at **Meets,** at Raul Longoria Elementary was at 32%, falling 28% from the (90/60/30 threashold) for the 2022-23 school year.
- The **Reading** group passing rate in the **All Grades** areas at **Masters,** at Raul Longoria Elementary was at 15%, falling 15% from the (90/60/30 threashold) for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

The **Reading** group passing rate in the **All Grades** areas **% at Meets,** at Raul Longoria Elementary was at 59% and will continue to make progress.

CINA Domain #1: Special Education - Math

Domain #1

Demographics Summary

SPECIAL EDUCATION:

The following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: State of Texas Assessments of Academic Readiness (STAAR) results, and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department at Raul Longoria Elementary was very involved in the curriculum for grades K-12 to ensure that the general curriculum meets the needs of our special education students. Professional development will also be coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Special Education** group passing rate in **Mathematics** % at **Approaches),** at Raul Longoria Elementary was at 30%, falling behind the **All p**opulation(65%) by 32% for the 2022-23 school year.
- The **Special Education** group passing rate in **Mathematics** % at **Meets,** at Raul Longoria Elementary was at 11 %, falling behind the **All p**opulation(35%) by 24 % for the 2022-23 school year.
- The **Special Education** group passing rate in **Mathematics** % at **Masters,** at Raul Longoria Elementary was at 8%, falling behind the **All p**opulation(10%) by 2% for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

- The **Special Education** group passing rate in **Mathematics** areas % at Approaches),at Raul Longoria Elementary was 30% and will continue to make progress.

CINA Domain #1: Special Education – Math

Domain #1

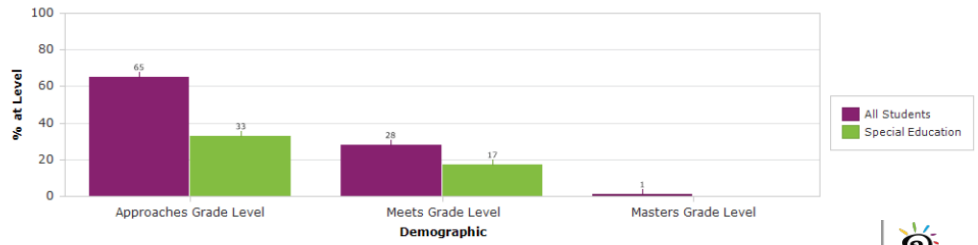
Demographics Summary

MATHEMATICS

STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Mathematics Curriculum: Grade 03 Language: E Administration: 5 2023 Test Version(s): STAAR
Demographic Group(s): All Students, Special Education Join Demos Using: OR
Source: Admin

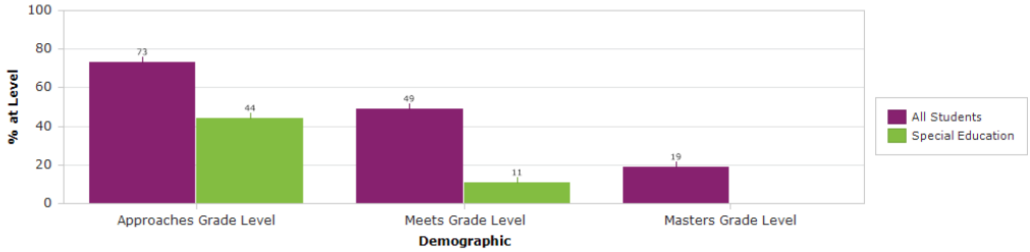
Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	68	44	65	19	28	1	1
Special Education	6	2	33	1	17	0	0



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Mathematics Curriculum: Grade 04 Language: E Administration: 5 2023 Test Version(s): STAAR
Demographic Group(s): All Students, Special Education Join Demos Using: OR
Source: Admin

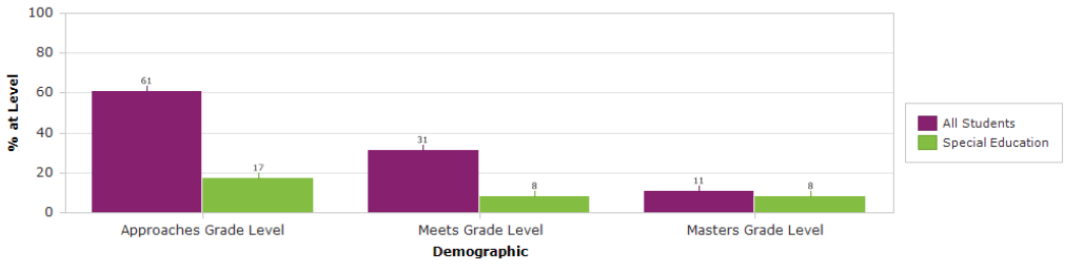
Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	74	54	73	36	49	14	19
Special Education	9	4	44	1	11	0	0



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Mathematics Curriculum: Grade 05 Language: E Administration: 5 2023 Test Version(s): STAAR
Demographic Group(s): All Students, Special Education Join Demos Using: OR
Source: Admin

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	64	39	61	20	31	7	11
Special Education	12	2	17	1	8	1	8



CINA Domain #1: Special Education - Reading

Domain #1

Demographics Summary

SPECIAL EDUCATION:CASTILLO

The following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: State of Texas Assessments of Academic Readiness (STAAR) results, and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department at Raul Longoria Elementary was very involved in the curriculum for grades K-12 to ensure that the general curriculum meets the needs of our special education students. Professional development will also be coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Special Education** group passing rate in **ELA/Reading** % at **Approaches,** at Raul Longoria Elementary was at 15%, falling behind the **All p**opulation(59%) by 44% for the 2022-23 school year.
- The **Special Education** group passing rate in **ELA/Reading** % at **Meets,** at Raul Longoria Elementary was at 7%, falling behind the **All p**opulation(32%) by 25% for the 2022-23 school year.
- The **Special Education** group passing rate in the **ELA/Reading** % at **Masters,** at Raul Longoria Elementary was at 0%, falling behind the **All p**opulation(15%) by 15% for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

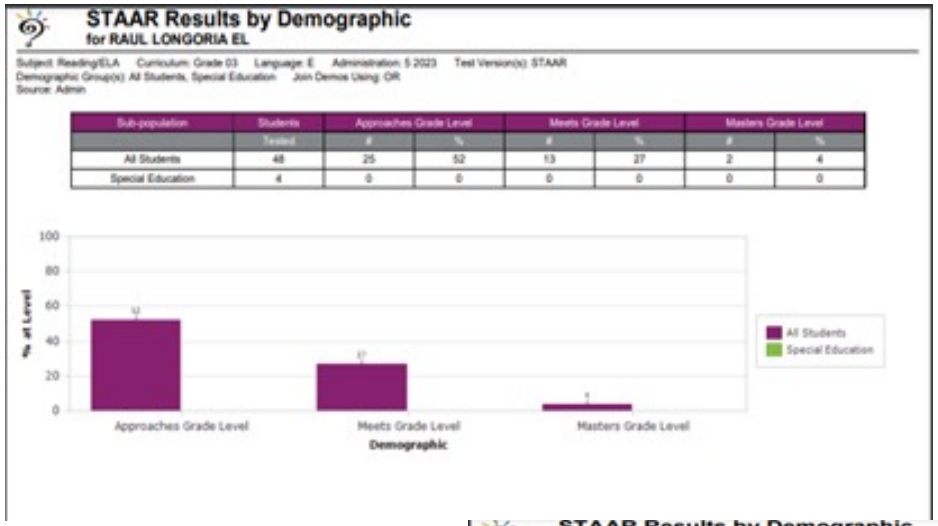
- The **Special Education** group passing rate in **ELA/Reading** areas 15% at Approaches, at Raul Longoria Elementary was 97% and will continue to make progress.

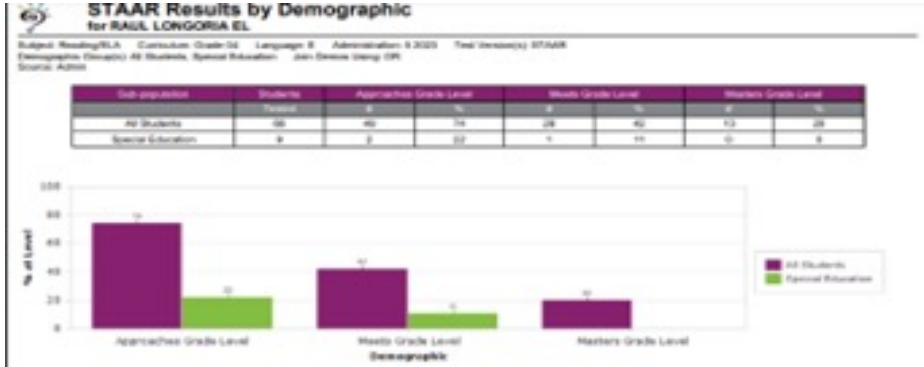
CINA Domain #1: Special Education – Reading

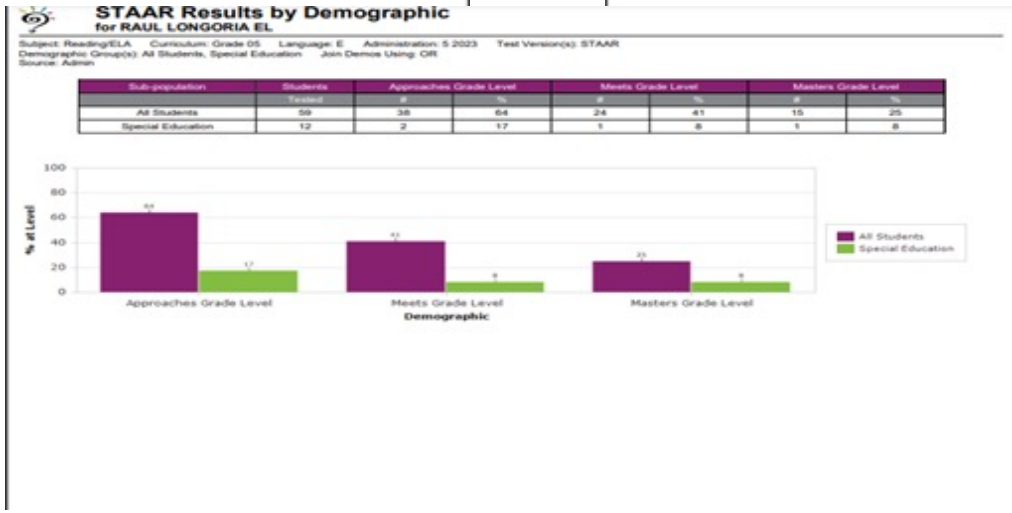
Domain #1

Demographics Summary

READING







CINA Domain #1: Special Education - Science

Domain #1

Demographics Summary

SPECIAL EDUACTION:

The following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: State of Texas Assessments of Academic Readiness (STAAR) results, and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department at Raul Longoria Elementary was very involved in the curriculum for grades K-12 to ensure that the general curriculum meets the needs of our special education students. Professional development will also be coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Special Education** group passing rate in **Science** % at **Approaches,** at Raul Longoria Elementary was at 17%, falling behind the **All p**opulation(63%) by 19% for the 2022-23 school year.
- The **Special Education** group passing rate in **Science** % at **Meets,** at Raul Longoria Elementary was at 8%, falling behind the **All p**opulation(39%) by 31% for the 2022-23 school year.
- The **Special Education** group passing rate in the **Science** % at **Masters,** at Raul Longoria Elementary was at 0%, falling behind the **All p**opulation(14%) by 14% for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

- The **Special Education** group passing rate in the **Science** areas **% at Approaches,** at Raul Longoria Elementary was 17% and will continue to make progress.

CINA Domain #1: By Special Education – Science

Domain #1

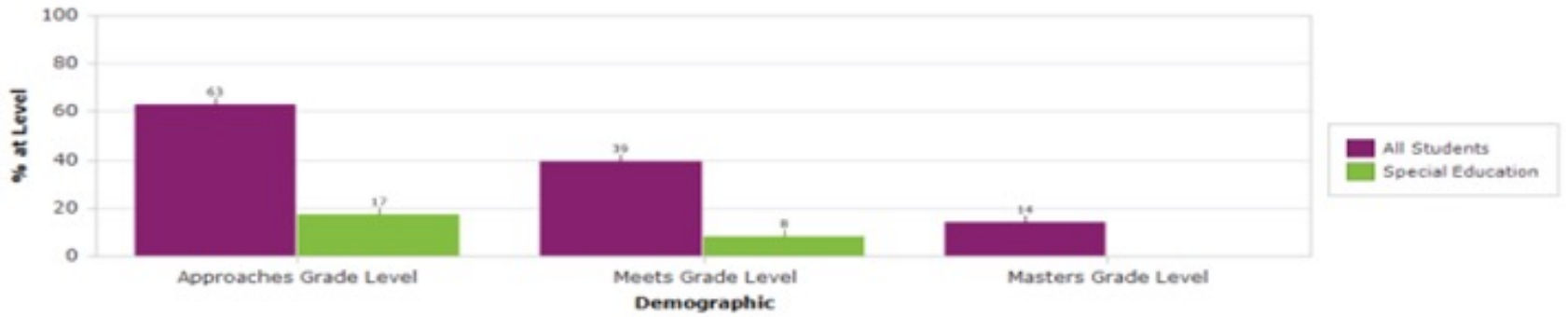
Demographics Summary

SCIENCE

STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Science Curriculum: Grade 05 Language: E Administration: 5 2023 Test Version(s): STAAR
Demographic Group(s): All Students, Special Education Join Demos Using: OR
Source: Admin

Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	64	40	63	25	39	9	14
Special Education	12	2	17	1	8	0	0



CINA Domain #1: Special Education – All Subjects

Domain #1

Demographics Summary

SPECIAL EDUCATION

The following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: State of Texas Assessments of Academic Readiness (STAAR) results, and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department at Raul Longoria Elementary was very involved in the curriculum for grades K-12 to ensure that the general curriculum meets the needs of our special education students. Professional development will also be coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Special Education** group passing rate in the **All Subject**s areas,% at **Approaches)** at Raul Longoria Elementary was at 21 %, falling behind the **All p**opulation(62%)by 41 % for the 2022-23 school year.
- The **Special Education** group passing rate in the **All Subjects a**reas % at **Meets,** at Raul Longoria Elementary was at 9%, falling behind the **All p**opulation(34%) by 25% for the 2022-23 school year.
- The **Special Education** group passing rate in the **All Subjects** areas % at **Masters,** at Raul Longoria Elementary was at 2%, falling behind the **All p**opulation(14%) by 12% for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

- The **Special Education** group passing rate in the **All Subject** 21% at Approaches, at Raul Longoria Elementary was62% and will continue to make progress.

CINA Domain #1: ELLs - Math

Domain #1

Demographics Summary

ENGLISH LANGUAGE LEARNERS (ELL)

The following sources from across the campus were used to review the Dual Language/English as a Second Language (DL/ESL) data at Raul Longoria Elementary by the Site Based Decision Making Committee. State of Texas Assessments of Academic Readiness (STAAR) results and TELPAS indicators to determine strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired and placed in the appropriate educational settings. In addition, Raul Longoria Elementary will be very involved in the curriculum for grades K-12 to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that has the potential of exiting to a more coherent and consistent bi-literacy program. Professional development will also be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of ELL Students.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

- The **ELL** group passing rate in **Mathematics** % at **Approaches,** at Raul Longoria Elementary was at 61%, slightly below the **All p**opulation(66%) by 5% for the 2022-23 school year.
- The **ELL** group passing rate in **Mathematics** % at **Meets,** at Raul Longoria Elementary was at 25%,slightly below the **All p**opulation(36%) by 11% for the 2022-23 school year.
- The **ELL** group passing rate in **Mathematics** % at **Masters,** at Raul Longoria Elementary was at 3%, slightly below the **All p**opulation(10%) by 7% for the 2022-23 school year.

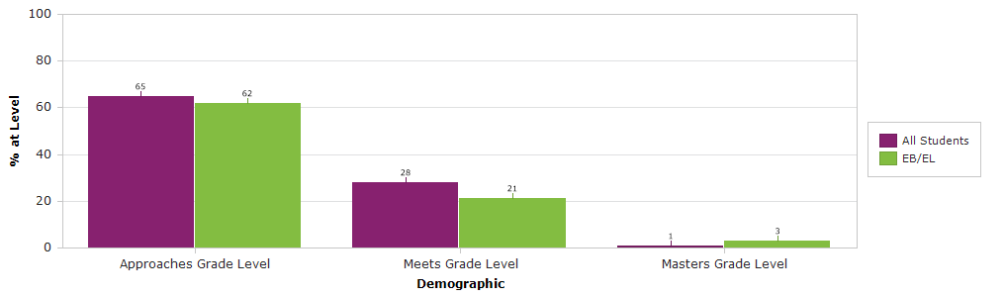
CINA Domain #1: ELLs - Math

Domain #1
Demographics Summary
ENGLISH LANGUAGE LEARNERS (ELL)

STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Mathematics Curriculum: Grade 03 Language: E Version(s): STAAR Date: 5 2023
Demographic Group(s): All Students, EB/EL Join Demos Using: OR
Source: Admin

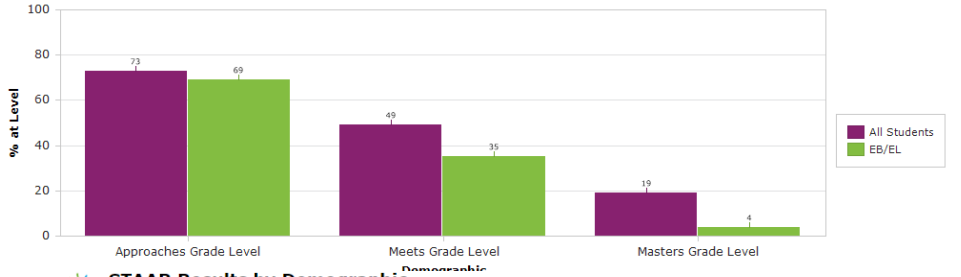
Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	68	44	65%	19	28%	1	1%
EB/EL	34	21	62%	7	21%	1	3%



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Mathematics Curriculum: Grade 04 Language: E Version(s): STAAR Date: 5 2023
Demographic Group(s): All Students, EB/EL Join Demos Using: OR
Source: Admin

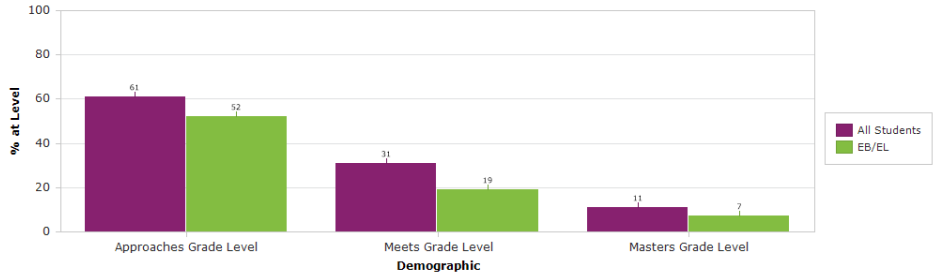
Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	74	54	73%	36	49%	14	19%
EB/EL	26	18	69%	9	35%	1	4%



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Mathematics Curriculum: Grade 05 Language: E Version(s): STAAR Date: 5 2023
Demographic Group(s): All Students, EB/EL Join Demos Using: OR
Source: Admin

Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	64	39	61%	20	31%	7	11%
EB/EL	27	14	52%	5	19%	2	7%



CINA Domain #1: ELLs - Reading

Domain #1

Demographics Summary

ENGLISH LANGUAGE LERANERS (ELL)

The following sources from across the campus were used to review the Dual Language/English as a Second Language (DLESL) data at Raul Longoria Elementary by the Site Based Decision Making Committee. State of Texas Assessments of Academic Readiness (STAAR) results and TELPAS indicators to determine strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired and placed in the appropriate educational settings. In addition, Raul Longoria Elementary will be very involved in the curriculum for grades K-12 to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that has the potential of exiting to a more coherent and consistent bi-literacy program. Professional development will also be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of ELL Students.

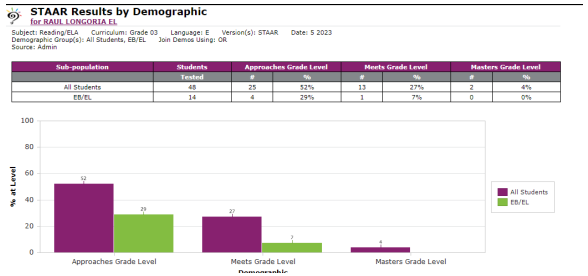
Strengths:

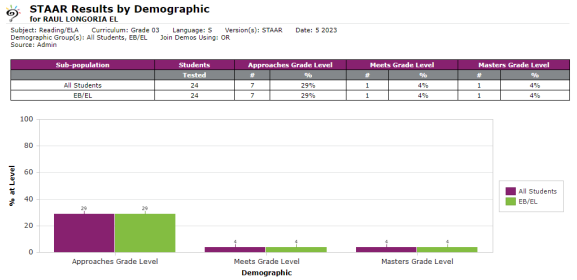
As evident in the **2022 STAAR** assessments, the results show the following strength:

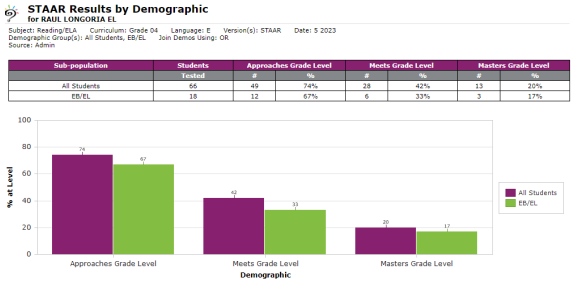
- The **ELL** group passing rate in **ELA/Reading** % at **Approaches,** at Raul Longoria Elementary was at 44%, below the **All p**opulation(50%) by 6% for the 2022-23 school year.
- The **ELL** group passing rate in **ELA/Reading** % at **Meets,** at Raul Longoria Elementary was at 15%, below the **All p**opulation(22%) by 8% for the 2022-23 school year.
- The **ELL** group passing rate in **ELA/Reading** % at **Masters,** at Raul Longoria Elementary was at 5%, below the **All p**opulation(9%) by 4% for the 2022-23 school year.

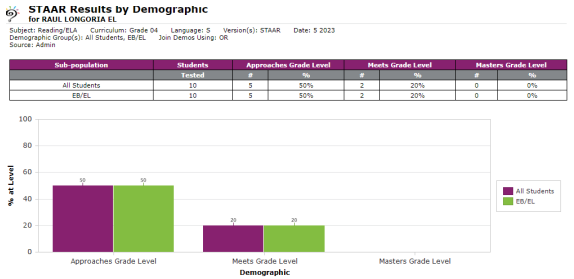
CINA Domain #1: ELLs - Reading

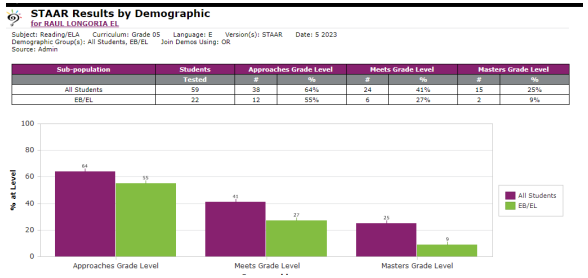
Domain #1
Demographics Summary
ENGLISH LANGUAGE LEARNERS (ELL)

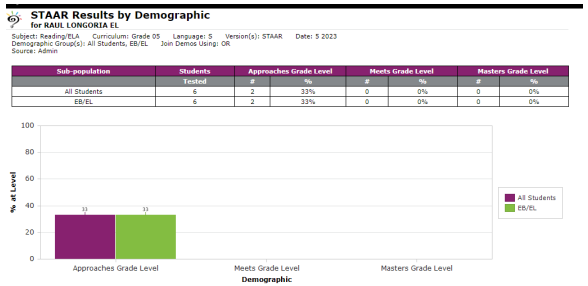












CINA Domain #1: ELLs - Science

Domain #1

Demographics Summary

ENLISH LANGUAGE LEARNERS (ELL)

The following sources from across the campus were used to review the Dual Language/English as a Second Language (DL?ESL) data at Raul Longoria Elementary by the Site Based Decision Making Committee. State of Texas Assessments of Academic Readiness (STAAR) results and TELPAS indicators to determine strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired and placed in the appropriate educational settings. In addition, Raul Longoria Elementary will be very involved in the curriculum for grades K-12 to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that has the potential of exiting to a more coherent and consistent bi-literacy program. Professional development will also be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of ELL Students.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **ELL** group passing rate in **Science %** at **Approaches,** at Raul Longoria Elementary was at 48 %, falling slightly behind the **All p**opulation(63%) by 15% for the 2022-23 school year.
- The **ELL** group passing rate in **Science %** at **Meets,** at Raul Longoria Elementary was at 30%, falling slightly behind the **All p**opulation(39%) by 9% for the 2022-23 school year.
- The **ELL** group passing rate in **Science** % at **Masters,** at Raul Longoria Elementary was at 4 %, falling slightly behind the **All p**opulation(14%) by 10% for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

- The **ELL** group passing rate in **Science** % at **Meets,** at Raul Longoria Elementary was at 30%, slightly below the **All p**opulation(39%) by 4% for the 2023-23 school year.

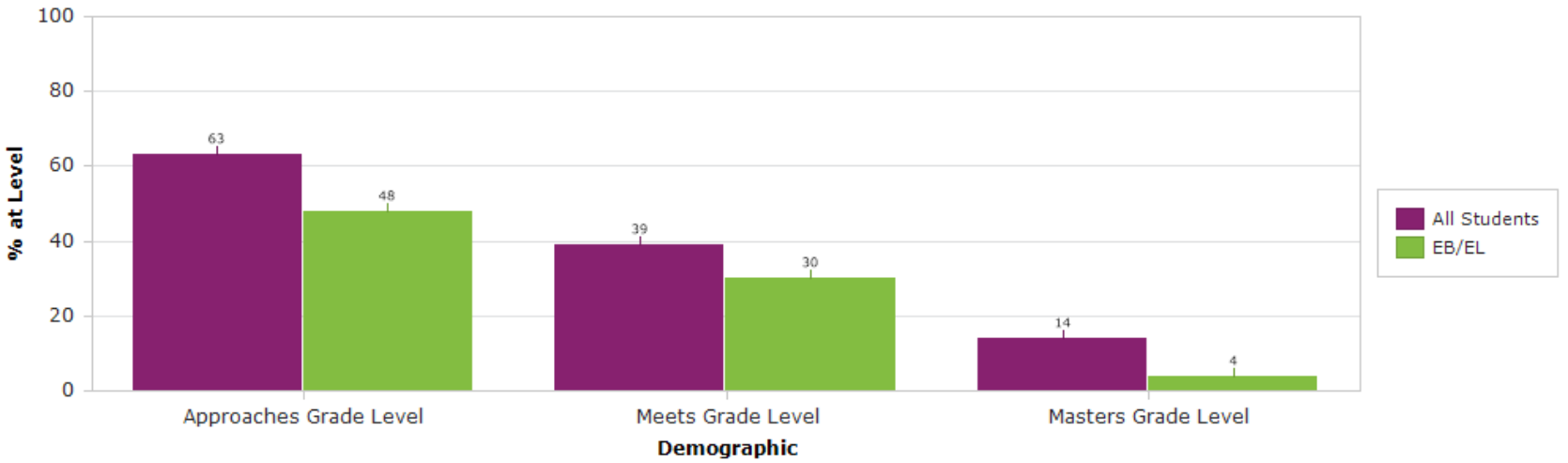
CINA Domain #1: ELLs - Science

Domain #1
Demographics Summary
ENGLISH LANGUAGE LEARNERS (ELL)

STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Science Curriculum: Grade 05 Language: E Version(s): STAAR Date: 5 2023
Demographic Group(s): All Students, EB/EL Join Demos Using: OR
Source: Admin

Sub-population	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	64	40	63%	25	39%	9	14%
EB/EL	27	13	48%	8	30%	1	4%



CINA Domain #1: ELLs – All Subjects

Domain #1

Demographics Summary

ENGLISH LANGUAG LEARNERS (ELL)

The following sources from across the campus were used to review the Dual Language/English as a Second Language (DL?ESL) data at Raul Longoria Elementary by the Site Based Decision Making Committee. State of Texas Assessments of Academic Readiness (STAAR) results and TELPAS indicators to determine strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired and placed in the appropriate educational settings. In addition, Raul Longoria Elementary will be very involved in the curriculum for grades K-12 to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that has the potential of exiting to a more coherent and consistent bi-literacy program. Professional development will also be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of ELL Students.

Strengths:

As evident in the **2022 STAAR** assessments, the results show the following strength:

- The **ELL** group passing rate in the **All Subjects** areas at **Approaches**, at Raul Longoria Elementary was 51% slightly below the All population (60%) by 9% for the 2022-23 school year.
- The **ELL** group passing rate in the **All Subjects a**reas % at **Meets,** at Raul Longoria Elementary was at 23%, slightly below the **All p**opulation(32%) by 9% for the 2022-23 school year.
- The **ELL** group passing rate in the **All Subjects** areas % at **Masters),**at Raul Longoria Elementary was at 5%, slightly below the **All p**opulation(11%) by 6% for the 2022-23 school year.

CINA Domain #1: Economically Disadvantaged - Math

Domain #1

Demographics Summary.

ECONOMICALLY DISADVANTAGE:

The following sources from across Raul Longoria Elementary were used to review the economically disadvantage data by the Site-Based Decision Committee: State of Texas Assessment of Academic Readiness (STAAR) results in the Texas Education Accountability reports to determine strengths and needs of our Economically Disadvantage students. Raul Longoria Elementary has a teacher that is specially working with the at-risk population.

Needs:

- The **Economically Disadvantaged** group passing rate in **Mathematics** %at **Approaches,** at Raul Longoria Elementary, was 65%, falling behind the **All p**opulation (66% at Approaches) by 1% for the 2022-23 school year.
- The **Economically Disadvantaged** group passing rate in **Mathematics %**at **Meets,** at Raul Longoria Elementar, was 33%, falling behind the **All p**opulation(36% at Meets) by 3% for the 2022-23 school year.
- The **Economically Disadvantaged** group passing rate in **Mathematics %**at **Masters,** at Raul Longoria Elementary was at 8%, slightly higher than the **All p**opulation(7% at Masters) by 8% for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

- The **Economically Disadvantaged** group passing rate in **Mathematics 64% at Approaches,** at Raul Longoria Elementary which is 26% away from the 90% goal.

CINA Domain #1: Economically Disadvantaged - Math

Domain #1

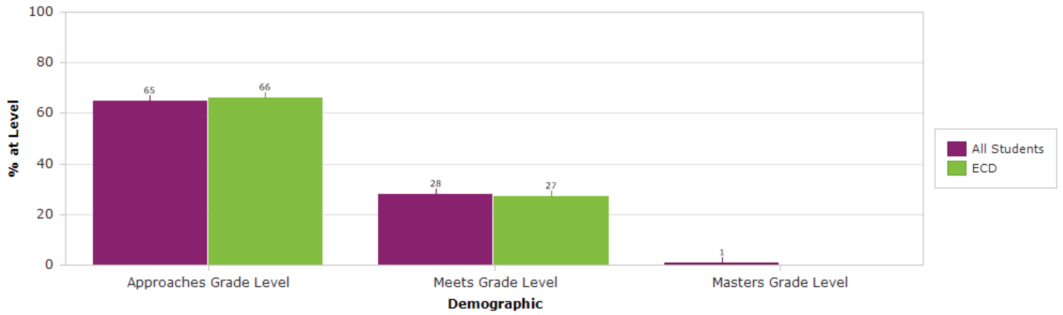
Demographics Summary

ECONOMICALLY DISADVANTAGE:

STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Mathematics Curriculum: Grade 03 Language: E Version(s): STAAR Date: 5 2023
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

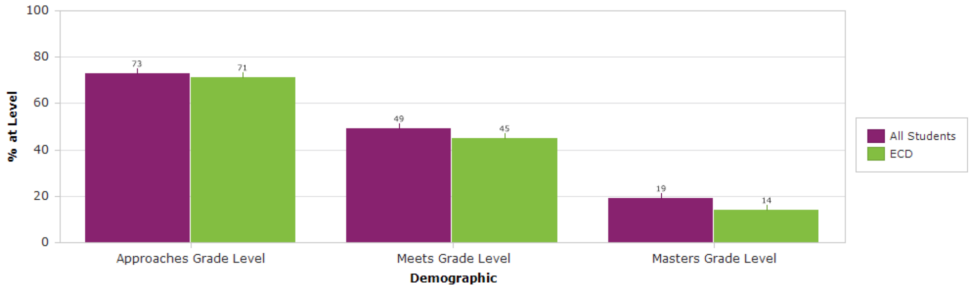
Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	68	44	65%	19	28%	1	1%
ECD	64	42	66%	17	27%	0	0%



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Mathematics Curriculum: Grade 04 Language: E Version(s): STAAR Date: 5 2023
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

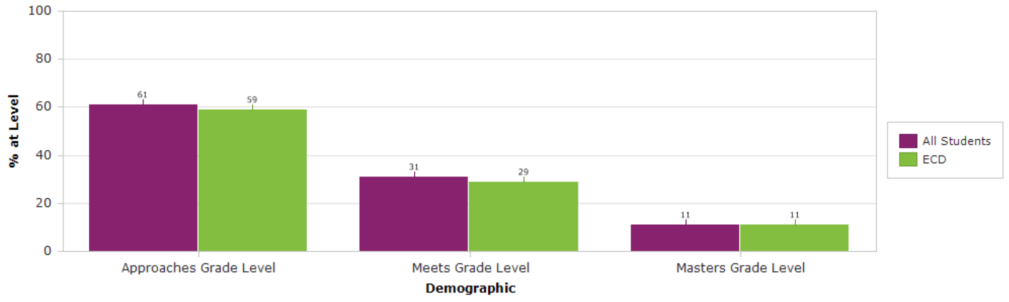
Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	74	54	73%	36	49%	14	19%
ECD	69	49	71%	31	45%	10	14%



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Mathematics Curriculum: Grade 05 Language: E Version(s): STAAR Date: 5 2023
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	64	39	61%	20	31%	7	11%
ECD	56	33	59%	16	29%	6	11%



CINA Domain #1: Economically Disadvantaged-Reading

Domain #1

Demographics Summary

ECONOMICALLY DISADVANTAGE:

The following sources from across Raul Longoria Elementary were used to review the economically disadvantage data by the Site-Based Decision Committee: State of Texas Assessment of Academic Readiness (STAAR) results in the Texas Education Accountability reports to determine strengths and needs of our Economically Disadvantage students. Raul Longoria Elementary has a teacher that is specially working with the at-risk population.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Economically Disadvantaged** group passing rate in **ELA/Reading** % at **Approaches,** at Raul Longoria Elementary was at 50%, falling behind the **All p**opulation(59%) by 9% for the 2022-23 school year.
- The **Economically Disadvantaged** group passing rate in **ELA/Reading** % at **Meets,** at Raul Longoria Elementary was at 21%, falling behind the **All p**opulation(32%) by11 % for the 2022-23 school year.
- The **Economically Disadvantaged** group passing rate in **ELA/Reading % a**t **Masters,** at Raul Longoria Elementary was at 7%, falling behind the **All p**opulation(15%) by 8% for the 2022-23 school year.

S**trengths:**

As evident in the **2023 STAAR** assessments, the results show the following strength:

- The **Economically Disadvantaged** group passing rate in **ELA/Reading** % at **Approaches,** at Raul Longoria Elementary was at 50% and will continue to make progress.

CINA Domain #1: Economically Disadvantaged-Reading

Domain #1

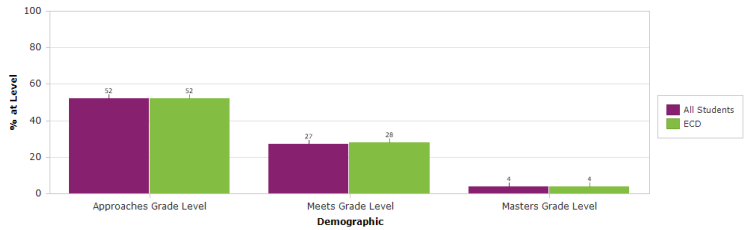
Demographics Summary

ECONOMICALLY DISADVANTAGE:

STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Reading/ELA Curriculum: Grade 03 Language: E Version(s): STAAR Date: S 2023
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

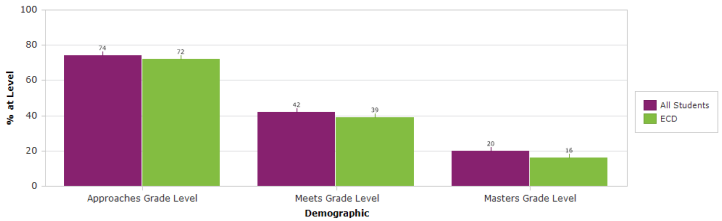
Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	48	25	52%	13	27%	2	4%
ECD	46	24	52%	13	28%	2	4%



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Reading/ELA Curriculum: Grade 04 Language: E Version(s): STAAR Date: S 2023
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

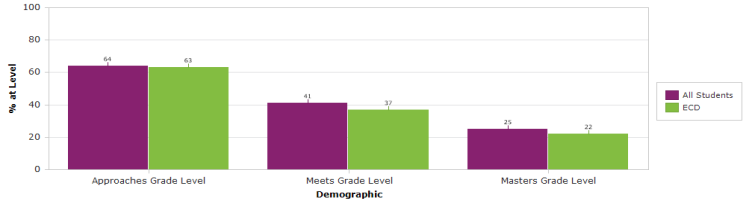
Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	66	49	74%	28	42%	13	20%
ECD	61	44	72%	24	39%	10	16%



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Reading/ELA Curriculum: Grade 05 Language: E Version(s): STAAR Date: S 2023
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

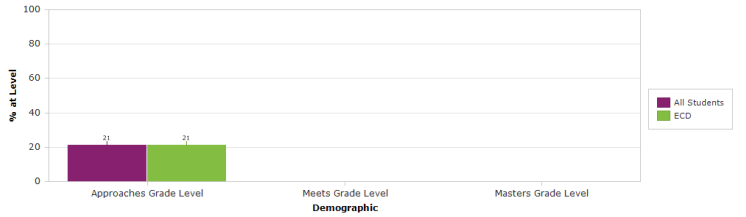
Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	59	38	64%	24	41%	15	25%
ECD	51	32	63%	19	37%	11	22%



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Reading/ELA Curriculum: Grade 03 Language: S Version(s): STAAR Date: S 2022
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

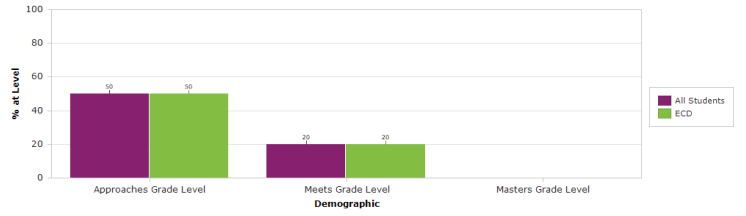
Subpopulation	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	19	4	21%	0	0%	0	0%
ECD	19	4	21%	0	0%	0	0%



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Reading/ELA Curriculum: Grade 04 Language: S Version(s): STAAR Date: S 2023
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

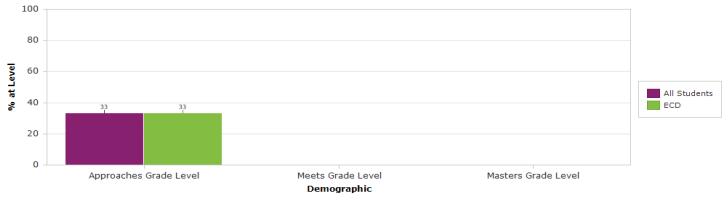
Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	10	5	50%	2	20%	0	0%
ECD	10	5	50%	2	20%	0	0%



STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Reading/ELA Curriculum: Grade 05 Language: S Version(s): STAAR Date: S 2023
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	6	2	33%	0	0%	0	0%
ECD	6	2	33%	0	0%	0	0%



CINA Domain #1: Economically Disadvantaged-Science

Domain #1

Demographics Summary

ECONOMICALLY DISADVANTAGE:

The following sources from across Raul Longoria Elementary were used to review the economically disadvantage data by the Site-Based Decision Committee: State of Texas Assessment of Academic Readiness (STAAR) results in the Texas Education Accountability reports to determine strengths and needs of our Economically Disadvantage students. Raul Longoria Elementary has a teacher that is specially working with the at-risk population alongside.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Economically Disadvantaged** group passing rate in **Science 61**% at **Approaches,** at Raul Longoria Elementary was at 63 %, falling behind the **All p**opulation by 2% for the 2022-23 school year.
- The **Economically Disadvantaged** group passing rate in **Science 38**% at **Meets,** at Raul Longoria Elementary was at 38%, staying the same as the **All p**opulation for the 2022-23 school year.
- The **Economically Disadvantaged** group passing rate in **Science** 13% at **Masters,** at Raul Longoria Elementary was at 14%, falling behind the **All p**opulation 1% for the 2022-23 school year.

Strengths:

As evident in the **2022 STAAR** assessments, the results show the following strength:

The **Economically Disadvantaged** group passing rate in **Science 61% @ Approaches,** will continue to make progress towards the (90%)

CINA Domain #1: Economically Disadvantaged- Science

Domain #1

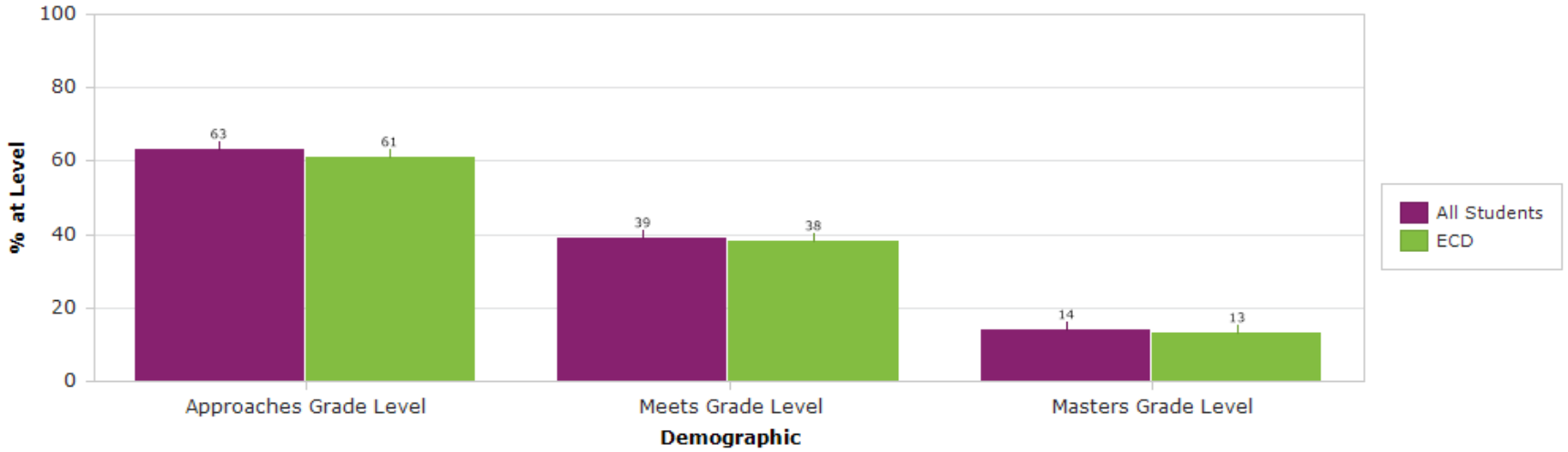
Demographics Summary

ECONOMICALLY DISADVANTAGE:

STAAR Results by Demographic
for RAUL LONGORIA EL

Subject: Science Curriculum: Grade 05 Language: E Version(s): STAAR Date: 5 2023
Demographic Group(s): All Students, ECD Join Demos Using: OR
Source: Admin

Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	64	40	63%	25	39%	9	14%
ECD	56	34	61%	21	38%	7	13%



CINA Domain #1: Economically Disadvantaged-All Subjects

Domain #1

Demographics Summary

ECONOMICALLY DISADVANTAGE:

The following sources from across Raul Longoria Elementary were used to review the economically disadvantage data by the Site-Based Decision Committee: State of Texas Assessment of Academic Readiness (STAAR) results in the Texas Education Accountability reports to determine strengths and needs of our Economically Disadvantage students. Raul Longoria Elementary has a teacher that is specially working with the at-risk population.

Needs:

As evident in the **2023 STAAR** assessments, the results show an achievement gap as follows:

- The **Economically Disadvantaged** group passing rate in **ALL Subjects** % at **Approaches,** at Raul Longoria Elementary was at 51%, falling behind the **All p**opulation(62%) by 11% for the 2022-23 school year.
- The **Economically Disadvantaged** group passing rate in **All Subjects** % at **Meets,** at Raul Longoria Elementary was at 25%, falling behind the **All p**opulation(35%) by 10 % for the 2022-23 school year.
- The **Economically Disadvantaged** group passing rate in **ALL Subjects** % at **Masters,** at Raul Longoria Elementary was at 8%, falling behind the **All p**opulation(13%) by 5% for the 2022-23 school year.

Strengths:

As evident in the **2023 STAAR** assessments, the results show the following strength:

- The **Economically Disadvantaged** group passing rate in **All Subjects** % at **Approaches,** at Raul Longoria Elementary was at 53%, and will continue to make progress.

Comprehensive Needs Assessment

TARP Report Pending

Comprehensive Needs Assessment

Grade 5 Reading																
At Approaches Grade Level or Above	2022	81%	77%	**65%**	*	65%	-	-	-	-	-	20%	-	66%	60%	64%	58%
	2021	73%	65%	**52%**	*	50%	-	-	-	-	-	*	-	54%	40%	52%	52%
At Meets Grade Level or Above	2022	58%	51%	**42%**	*	41%	-	-	-	-	-	20%	-	44%	30%	40%	40%
	2021	46%	35%	**21%**	*	18%	-	-	-	-	-	*	-	21%	20%	19%	22%
At Masters Grade Level	2022	36%	27%	**19%**	*	18%	-	-	-	-	-	0%	-	21%	0%	17%	14%
	2021	30%	19%	**14%**	*	11%	-	-	-	-	-	*	-	13%	20%	11%	13%
Grade 5 Mathematics																
At Approaches Grade Level or Above	2022	77%	73%	**52%**	*	51%	-	-	-	-	-	40%	-	54%	40%	49%	49%
	2021	70%	46%	**17%**	*	14%	-	-	-	-	-	*	-	16%	20%	14%	13%
At Meets Grade Level or Above	2022	48%	44%	**25%**	*	25%	-	-	-	-	-	20%	-	24%	30%	23%	21%
	2021	44%	21%	**10%**	*	7%	-	-	-	-	-	*	-	8%	20%	7%	9%
At Masters Grade Level	2022	25%	21%	**6%**	*	6%	-	-	-	-	-	0%	-	7%	0%	4%	2%
	2021	25%	9%	**7%**	*	3%	-	-	-	-	-	*	-	4%	20%	4%	4%

Comprehensive Needs Assessment

All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	71%	**55%**	*	55%	*	-	-	-	-	28%	*	57%	38%	52%	46%
	2021	66%	44%	**27%**	*	25%	-	-	-	-	-	20%	-	24%	41%	24%	21%
At Meets Grade Level or Above	2022	42%	39%	**29%**	*	29%	*	-	-	-	-	17%	*	29%	28%	26%	20%
	2021	37%	19%	**12%**	*	9%	-	-	-	-	-	0%	-	10%	18%	9%	11%
At Masters Grade Level	2022	20%	19%	**12%**	*	12%	*	-	-	-	-	6%	*	12%	14%	9%	4%
	2021	18%	8%	**6%**	*	4%	-	-	-	-	-	0%	-	6%	6%	5%	5%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	73%	**60%**	*	60%	-	-	-	-	-	40%	-	59%	70%	60%	49%
	2021	71%	54%	**37%**	*	34%	-	-	-	-	-	20%	-	32%	60%	36%	39%
At Meets Grade Level or Above	2022	47%	42%	**36%**	*	36%	-	-	-	-	-	40%	-	35%	40%	35%	33%
	2021	44%	26%	**7%**	*	7%	-	-	-	-	-	0%	-	8%	0%	7%	9%
At Masters Grade Level	2022	21%	15%	**10%**	*	10%	-	-	-	-	-	0%	-	11%	0%	9%	9%
	2021	20%	8%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	**62%**	*	62%	*	-	-	-	-	28%	*	64%	52%	60%	51%
	2021	68%	57%	**42%**	*	39%	-	-	-	-	-	20%	-	43%	39%	40%	39%
At Meets Grade Level or Above	2022	53%	47%	**40%**	*	40%	*	-	-	-	-	17%	*	41%	34%	38%	29%
	2021	45%	34%	**19%**	*	16%	-	-	-	-	-	0%	-	18%	22%	15%	13%
At Masters Grade Level	2022	25%	19%	**19%**	*	18%	*	-	-	-	-	6%	*	20%	14%	17%	9%
	2021	18%	10%	**11%**	*	8%	-	-	-	-	-	0%	-	9%	17%	8%	7%

Comprehensive Needs Assessment

All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	71%	**59%**	100%	59%	*	-	-	-	-	29%	67%	60%	49%	56%	49%
	2021	67%	52%	**34%**	90%	31%	-	-	-	-	-	18%	-	32%	41%	32%	31%
At Meets Grade Level or Above	2022	48%	43%	**35%**	60%	35%	*	-	-	-	-	20%	50%	35%	32%	33%	26%
	2021	41%	28%	**13%**	60%	11%	-	-	-	-	-	0%	-	13%	16%	11%	10%
At Masters Grade Level	2022	23%	18%	**15%**	60%	14%	*	-	-	-	-	5%	17%	15%	12%	13%	7%
	2021	18%	10%	**7%**	50%	4%	-	-	-	-	-	0%	-	6%	9%	5%	5%

Comprehensive Needs Assessment: Domain #2 Part A

Domain #2 Part A
Demographics Summary:
All Students:

The following sources from across the campus were used to review the **All Student** data at Raul Longoria Elementary by the Site Based Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting.

Needs:

As evidenced in the 2023 STAAR assessments , the results show an achievement gap as follows:

- In **Math** in the Academic Growth Status (Domain 2 **Part A**), 7 students **Did Not Meet progress** at all and received 0 points.
- In **Math** in the Academic Growth Status (Domain 2 **Part A**), 2 students did not meet progress @ the **Approaches** level and received 0 points.
- In **Math** in the Academic Growth Status (Domain 2 **Part A**), 5 students did not meet progress @ the **Masters** level and received 0 points.
- In **Reading** in the Academic Growth Status (Domain 2 **Part A**), 10 students did not meet progress at all and received 0 points.
- In **Reading** in the Academic Growth Status (Domain 2 **Part A**), 11 students did not meet progress @ the **Approaches** level and received 0 points.
- In **Reading** the total score was a 61.

Strengths:

As evidenced in the 2022 STAAR assessments , the results show the following strengths:

- In **Math** in the Academic Growth Status (Domain 2 Part A) the total score was 72, which is 11 points higher than reading.

Comprehensive Needs Assessment: Domain #2 Part A

Comprehensive Needs Assessment: Domain #2 Part B

Domain #2 Part B
Demographics Summary:
All Students:

The following sources from across the campus were used to review the **All Student** data at Raul Longoria Elementary by the Site Based Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting.

Needs:

As evidenced in the 2022 STAAR assessments , the results show an achievement gap as follows:

- In the Relative Performance Status (Domain 2 **Part B**), we achieved a 67% @ the - level and fell short of meeting the - goal by- .
- In the Relative Performance Status (Domain 2 **Part B**), we achieved a 67% @ the - level and fell short of meeting the -% goal by 12%.
- In the Relative Performance Status (Domain 2 **Part B**), we achieved an 22% @ the - level and fell short of meeting the -% goal by -%.

Strengths:

As evidenced in the 2022 STAAR assessments , the results show the following strengths:

- In the Relative Performance Status (Domain 2 **Part A**), we achieved an 92% score which was higher than Domain Part B (67%) and therefore earned a "B" rating in the overall rating for Domain 2.

CINA: Domain #3 - Overall

Domain #3
Demographics Summary:
All Students:

The following sources from across the campus were used to review the **All Student** data at Raul Longoria Elementary by the Site Based Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting.

Needs:

As evidenced in the 2022 STAAR assessments , the results show an achievement gap as follows:

- In Reading in the Growth Status (Domain 3), we decreased in the state target of 66% by 5% (61%).

Strengths:

As evidenced in the 2022 STAAR assessments , the results show the following strengths:

- In Math, in the Academic Achievement Status (Domain 3) , we exceeded the state target of 44% with an increase of 7% (53%).
- In Reading, in the Academic Achievement Status (Domain 3), we exceeded the state target of 44% with an increase of 1% (45%).
- In Math, in the Growth Status (Domain 3), we exceeded the state target of 71% with an increase of 1% (72%).
- In the English Language Proficiency Status, in the TELPAS Progress, we exceeded the state target of 36% with an increase of 5% (36%).
- In the Student Success Status (Domain 3), we exceeded the state target of 47% with an increase of 4% (51%).

CINA: Domain #3 – Special Education

Domain #3
Demographics Summary
Special Education:

The following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: State of Texas Assessments of Academic Readiness (STAAR) results, and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department at Raul Longoria Elementary was very involved in the curriculum for grades K-12 to ensure that the general curriculum meets the needs of our special education students. Professional development is also will be coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in practices that support the learning of special education students.

Needs:

As evidenced in the 2022 STAAR assessments , the results show an achievement gap as follows:

- As indicated in the Academic Achievement Status(Domain 3), the Sp Ed population did **not meet the Math target of 23% with a decrease of 12% resulting in an 11% at Meets** and indications reveal that this population is in **need of Targeted Support**.
- As indicated in the Academic Status (Domain 3) the Sp Ed students in Math fall behind the Reading **All** student population **by 42%** for the 2021 - 2022 school year.

CINA: Domain #3 – Special Education Cont.

Domain #3
Demographics Summary
Special Education:

- As indicated in Academic Achievement Status (Domain 3) the Sp. Ed. population did **not meet the Reading target of 19% with a decrease of 8% resulting in an 11% at Meets** and indications reveal that this population is in **need of Targeted Support**.
- As indicated in the Academic Status (Domain 3) the Sp Ed students in Reading fall behind the Reading **All** student population **by 34%** for the 2021 - 2022 school year.
- **As indicated in the Academic Status (Domain 3)** the Sp Ed students in Reading fall behind the Reading **All** student population **by 34%** for the 2021 - 2022 school year.
- As indicated in the Growth Status(Domain 3), the Sp Ed population indicates a 8.5 growth in **Math**, but compared to **ALL** students' growth of 131.5. There is a 123.0 decrease difference. Indicating **need of Target Support.**
- As indicated in the Growth Status(Domain 3), the Sp Ed population indicates a 8.5 growth in **Reading**, but compared to **ALL** students' growth of 107.5. There is a 99.0 decrease difference. Indicating **need of Target Support.**
- As indicated in the Status(Student Success (Domain 3), All student Target of 47% was met . Sp Ed target was 23% and was not met. Indicating **need of Target Support.**

CINA: Domain #3 – Special Education Cont.

Domain #3
Demographics Summary
Special Education:

- The Special Education Teacher must work closely with the Curriculum and Instruction Department and Special Education Department and attend PD in the area of the inclusion model in an effort to implement the Inclusion Model effectively.
- General Education Teachers will attend a training that will increase their knowledge in the new accommodations for the 2022 - 2023 school year.

Strengths:

- As evidenced in the 2022 STAAR assessments , the results show the following strengths:
- The SpEd population has significantly dropped as compared to last year. Additionally, the new special education team is stronger in teaching content material as compared to last year.
- The SpEd population will receive intensive Tier 1 interventions from the SpEd team as well as the At-Risk teacher who will monitor closely modifications/ accommodations.

CINA: Domain #3 - ELLs

Domain #3
Demographic Summary
English Language Learners (ELL):

The following sources from across the campus were used to review the Dual Language/English as a Second Language (DL/ESL) data at Raul Longoria Elementary by the Site Based Decision Making Committee. State of Texas Assessments of Academic Readiness (STAAR) results and TELPAS indicators to determine strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired and placed in the appropriate educational settings. In addition, Raul Longoria Elementary will be very involved in the curriculum for grades K-12 to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that has the potential of exiting to a more coherent and consistent bi-literacy program. Professional development will also be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of ELL Students.

Needs:
As evidence in the 2022 STAAR assessments, the results show an achievement gap as follows:

- A indicated in Academic Achievement Status in the Math, ELL students **%** fell behind the **ALL %** student population by **10%** for the 2021 - 2022 school year.
- As indicated in the School Quality Status the ELL students **30%,** fell behind of the **All 47%** student population by 17% for the 2021-2022 school year.

CINA: Domain #3 – ELLs Cont.

Domain #3
Demographic Summary
English Language Learners (ELL):

Strengths:

As evidenced in the 2022 STAAR assessments, the results show the following strengths:

- The ELL population met all **6 out of 6 s**tandard as required by the state.
- As indicated in the Academic Achievement Status in **math (40%)**, the ELL students met the math target and are very close **(6%)** to reaching the all population of **46%** for the 2021-2022 school year.
- As indicated in the Academic Achievement Growth Status (**64%)**, the ELL students met the growth target and are very close **(2%**) to reaching the All population of **66**% for the 2021-2022 school year.
- As indicated in the Academic Achievement Status (**46% a**t Meets Grade Level or Above) in **reading (52%)**, the ELL students surpassed the All population **(46%) by (6%**) for the 2021-2022 school year.
- As indicated in the Academic Achievement Status **(53%** at Meets Grade Level or Above) in **math (56%)**, the ELL students surpassed the All population (**52%) by (4%)** for the 2021-2022 school year.
- As indicated in the Academic Growth Status **(37%** at Meets Grade Level or Above) in **reading (78%),** the ELL students surpassed the All population (**75%) by (3%)** for the 2021-2022 school year.
- As indicated in the Academic Achievement Status **68%** at Meets Grade Level or Above) in **math (81%),** the ELL students surpassed the All population **(80%) by (1%**) for the 2021-2022 school year.
- As indicated in the Student Success Status **(25%** at Meets Grade Level or Above) in **reading (51%),** the ELL students surpassed the All population (**48%) by (3%)** for the 2021-2022 school year.
- As indicated in the Student Success Status (**26%** at Meets Grade Level or Above) in **reading (23%)**, the ELL students surpassed the All population **(19%) by (4%)** for the 2021-2022 school year.

CINA: Domain #3 – ELLs Cont.

Domain #3

Demographics Summary

English Language Learners (ELL):

Needs

- The Dual Language Program at Raul Longoria Elementary serves 49.4% of our ELL students in grades Pre- K-5.

On the STAAR exam:

- 3rd grade Reading passing rate for ELL students at Raul Longoria Elementary was 77%, 3% above the state.
- 3rd grade Math passing rate for ELL students at Raul Longoria Elementary was 74%, 5% below the state.
- 4th grade Reading passing rate for ELL students at Raul Longoria Elementary was 64%, 16% above the state passing rate.
- 4th grade Math passing rate for ELL students at Raul Longoria Elementary was 89%, 9% above the state passing rate.
- 4th grade Writing passing rate for ELL students at Raul Longoria Elementary was 74%, 24% above the state passing rate.
- 5th grade Reading passing rate for ELL students at Raul Longoria Elementary was 91%, 22% above the state.
- 5th grade Math passing Rate for ELL students at Raul Longoria Elementary was 79%, 2% below the state passing rate.
- 5th grade Science passing rate for ELL students at Raul Longoria Elementary was 85%, 27% above the state passing rate.

CINA: Domain #3 – ELLs TELPAS

Domain #3

Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The Dual Language Program at Raul Longoria Elementary serves 49.4.8% of our ELL students in grades Pre- K-5.

On the STAAR exam:

- 5th grade Reading passing rate for ELL students at Raul Longoria Elementary was 91%, 22% above the state.
- 5th grade Science passing rate for ELL students at Raul Longoria Elementary was 86%, 27% above the state.

On the TELPAS State Assessment:

Raul Longoria Elementary ELL showed a decrease in progress of 18% from 2021-2022 based on their performance of the same or more than one level progress in the TELPAS proficiency level.

In 2022, the TELPAS Yearly Achievement Summary indicates that 78% of the ELL students met or advance more than 1 level in their TELPAS Progress indicators.

In 2022, the TELPAS Yearly Achievement Summary indicates that 55% of the ELL students did not meet more than 1 level in their TELPAS Progress indicators.

CINA: Domain #3 – ELLs TELPAS Cont.

Domain #3

Demographics

Demographics Summary

English Language Learners (ELL):

Needs:

As evidenced in the 2023 TELPAS Assessments, the results show an achievement gap as follows:

- As indicated in the TELPAS assessment, 3rd grade ELL students showed 15% decrease in the Advance Proficiency Level from 2022 to 2023.
- As indicated in the TELPAS assessment, 5th grade ELL students showed 14% in the Beginner Proficiency Level from 2022-2023.

Strengths:

As evidenced in the 2023 TELPAS Assessments, the results show the following strengths:

- As indicated in the TELPAS assessment,4th grade ELL students performed 54% in the Intermediate and 21% in the Advance Proficiency Level in 2022 to 2023.
- As indicated in the TELPAS assessment, 3rd grade ELL students performed 63% in the Intermediate Proficiency Level in 2022 to 2023.

CINA: Domain #3 – ELLs TELPAS Cont.

Domain #3

Demographics

Demographics Summary

Economically Disadvantage:

The following sources from across Raul Longoria Elementary were used to review the economically disadvantage data by the Site-Based Decision Committee: State of Texas Assessment of Academic Readiness (STAAR) results in the Texas Education Accountability reports to determine strengths and needs of our Economically Disadvantage students. Raul Longoria Elementary has a teacher that is specially working with the at-risk population.

Needs:

- As evidenced in the 2022 TELPAS Assessments, the results show an achievement gap as follows:
- As indicated in the 2022 Closing the Gap Data Table in English Language Proficiency, the 3rd grade ELL student Composite Rate scores at 100% above the Proficiency Level as compared to the 2021-2022 school year which was 0.09% in the Composite Rating.
- As indicated in Academic Achievement Status in **Math** the ECO students (50%), fall behind the **All (53%)** student population by 3% for the 2021 – 2022 school year.
- As indicated in Academic Achievement Status in **Reading** the ECO students (43%), fall behind the **All (45%)** student population by 2% for the 2021 – 2022 school year.
- As indicated in Growth Status in **Math** the ECO students (121.0), fall behind the **All (131.5)** student population by 10.5 for the 2021 – 2022 school year.
- As indicated in Growth Status in **Reading** the ECO students (98.5), fall behind the **All (107.5)** student population by 9 for the 2021 – 2022 school year.
- As indicated in Student Success Status **(47%) at Meets Grade-Level or Above**) **45%** of the ECO students fall behind the **All** population **(48%) by 3%** ,for the 2021 – 2022 school year.

Strengths:

As evidenced in the 2022 TELPAS Assessments, the results show the following strengths:

- As indicated in TELPAS assessments 47% of students showed progress for the 2021-2022school year.

Domain #3: Closing the Gap

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	46%	56%	33%	29%	10%	36%	46%	42%		
Target Met	Y		Y						Y	Y			N	Y		
% at Meets GL Standard or Above	45%	-	45%	-	-	-	-	-	43%	54%	11%	*	44%	47%		
# at Meets GL Standard or Above	120	-	120	-	-	-	-	-	107	74	2	*	100	20		
Total Tests (Adjusted)	268	-	268	-	-	-	-	-	250	138	19	*	225	43		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	46%		
Target Met	Y		Y						Y	Y			Y	Y		
% at Meets GL Standard or Above	53%	-	53%	-	-	-	-	-	50%	54%	11%	*	53%	51%		
# at Meets GL Standard or Above	141	-	141	-	-	-	-	-	126	75	2	*	119	22		
Total Tests (Adjusted)	268	-	268	-	-	-	-	-	250	138	19	*	225	43		
Total Indicators															11	12
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	N		N						N	N			N	N		
Academic Growth Score	61	-	61	-	-	-	-	-	60	61	71	-	61	59		
Growth Points	107.5	-	107.5	-	-	-	-	-	98.5	55	8.5	-	88.5	19		
Total Tests	176	-	176	-	-	-	-	-	163	90	12	-	144	32		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y		Y						Y	Y			Y	Y		
Academic Growth Score	72	-	72	-	-	-	-	-	71	75	65	-	71	75		
Growth Points	131.5	-	131.5	-	-	-	-	-	121	72.5	8.5	-	107.5	24		
Total Tests	183	-	183	-	-	-	-	-	170	97	13	-	151	32		
Total Indicators															6	12
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2017 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										41%						
TELPAS Progress										85						
TELPAS Total										206						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	46	45		
Target Met	Y		Y						Y	Y	N		Y	Y		
STAAR Component Score	51	-	51	-	-	-	-	-	48	54	16	*	51	46		
% at Approaches GL Standard or Above	82%	-	82%	-	-	-	-	-	80%	86%	33%	*	82%	79%		
% at Meets GL Standard or Above	48%	-	48%	-	-	-	-	-	45%	53%	10%	*	48%	45%		
% at Masters GL Standard	22%	-	22%	-	-	-	-	-	20%	24%	4%	*	23%	14%		
Total Tests	720	-	720	-	-	-	-	-	671	373	51	*	601	119		
Total Indicators															6	7
School Quality Status																
Target	47%	31%	41%	58%	42%	78%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	-	100%	-	-	-	-	-	100%	100%	100%	*	100%	100%		
# Participants	279	-	279	-	-	-	-	-	261	146	19	*	227	52		
Total Tests	279	-	279	-	-	-	-	-	261	146	19	*	227	52		
Mathematics																

Domain #3: Closing the Gap (Goals)

Elementary and Middle Schools

Academic Achievement (Percentage at MEETS Grade Level or Above)

Campus	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non-Continuously	Total Met	Total Eval.
Reading	45		45			11	43	54	100	44	47		
Targets	44	32	37	60	74	19	33	29	36	46	42		
2020 Goals	50		50			19	48	60	100	46	50		
Math	53		53			11	50	54	100	53	51		
Targets	46	31	40	59	82	23	36	40	44	47	45		
2020 Goals	58		58			23	55	60	100	60	56		

Academic Growth

Campus	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non-Continuously	Total Met	Total Eval.
Reading	61		61			71	60	61	0	61	51		
Targets	66	62	65	69	77	59	64	64	65	66	67		
2020 Goals	66		65			75	64	64	65	66	67		
Math	72		72			65	71	75	0	71	75		
Targets	71	67	69	74	86	61	68	68	70	71	70		
2020 Goals	77		77			70	76	80	70	75	75		

Student Achievement Domain

Campus	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non-Continuously	Total Met	Total Eval.
Domain I	51		51			16	48	54	100	51	46		
Targets	47	36	41	58	73	23	38	37	43	48	45		
2020 Goals	55		55			23	53	58	100	55	50		

English Language Proficiency Status

Campus	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously	Total Met	Total Eval.
TELPAS								41					
Targets								36					
2020 Goals								42					

Campus Demographics

Texas Education Agency
2021-22 Student Information (TAPR)
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	10	1.7%	1.9%	5.0%	10	1.7%	1.9%	5.0%
Foster Care	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Homeless	1	0.2%	0.2%	1.1%	1	0.2%	0.2%	1.1%
Immigrant	4	0.7%	1.5%	2.0%	4	0.7%	1.5%	2.0%
Migrant	7	1.2%	2.0%	0.3%	7	1.2%	2.0%	0.3%
Title I	572	100.0%	100.0%	64.3%	572	100.0%	100.0%	64.3%
Military Connected	2	0.3%	0.2%	3.3%	2	0.3%	0.2%	3.3%
At-Risk	546	95.5%	80.4%	53.5%	546	95.5%	80.4%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	255	44.6%	49.8%	21.9%	255	44.6%	49.7%	21.8%
Career and Technical Education	0	0.0%	13.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	40.2%	71.0%				
Gifted and Talented Education	18	3.1%	6.0%	8.0%	18	3.1%	6.0%	8.0%
Special Education	33	5.8%	9.5%	11.6%	33	5.8%	9.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	33							
By Type of Primary Disability Students with Intellectual Disabilities	6	18.2%	47.3%	43.0%				
Students with Physical Disabilities	15	45.5%	18.4%	20.8%				
Students with Autism	*	*	14.4%	14.7%				
Students with Behavioral Disabilities	9	27.3%	19.0%	20.0%				
Students with Non-Categorical Early Childhood	*	*	0.9%	1.5%				
Mobility (2020-21):								
Total Mobile Students	36	8.5%	6.6%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	36	8.5%	6.5%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	3	9.1%	6.7%	15.7%				
Count and Percent of EB Students/EL who are Mobile	24	12.1%	7.8%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	35	8.8%	6.8%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	142	25.2%	18.2%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	1.1%	1.9%	1.9%	0.0%	4.1%	5.2%
Grade 1	3.1%	2.3%	2.9%	0.0%	2.3%	4.2%
Grade 2	0.0%	1.1%	1.7%	0.0%	2.5%	2.2%
Grade 3	0.0%	0.4%	1.0%	0.0%	0.8%	1.0%
Grade 4	0.0%	0.2%	0.7%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.7%
Grade 6	-	0.1%	0.6%	-	0.0%	0.6%
Grade 7	-	0.3%	0.7%	-	0.4%	0.7%
Grade 8	-	0.1%	0.6%	-	0.0%	0.8%
Grade 9	-	1.4%	10.5%	-	1.0%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	17.8	18.2	18.7
Grade 1	18.2	17.4	18.7
Grade 2	18.3	19.0	18.6
Grade 3	23.3	18.3	18.7
Grade 4	16.8	18.1	18.8
Grade 5	19.1	18.4	20.2
Grade 6	-	17.1	19.2
Secondary:			
English/Language Arts	-	16.7	16.3
Foreign Languages	-	16.4	18.4
Mathematics	-	18.4	17.5
Science	-	16.9	18.5
Social Studies	-	18.0	19.1

GOAL	Area Reviewed	Summary of Strengths STAAR	Summary of Needs STAAR	Priorities
1	**Goal 1** **STAAR** • 5th grade Math at the meets level (31%) needs to increase by 15% or higher. • 5th grade Emergent Bilingual students at the meets (19%) needs to increase by 15% or higher. • 2022 School letter grade B (88%) • 2023 school letter grade D (69%) cial education at meets	**MATHEMATICS** • 4th grade at meets (47%) is 50% higher when compared to 5th grade (Growth – Domain II). • 4th grade Emergent Bilingual at meets (32%) is 50% higher when compared to 5th grade (Growth – Domain II). **READING** • 4th Grade * 57% to 71% at approaches (all students) * 30% to 44% at meets (Economically Disadvantaged) * 58% to 71% at approaches (All students)	*The **Mathematics,** group passing rate in the **All Grades** area at **Approaches** was 55%, falling 35% from the (90/60/30 threshold) for the 2021-22 school year. *The **Mathematics** group passing rate in the **All Grades a**reas at **Meets** was at 29%, falling 31% from the (90/60/30 threshold) for the 2021-22 school year. *The **Mathematics** group passing rate in the **All Grades** areas at **Masters** was at 12%, falling 18% from the (90/60/30 threshold) for the 2021-22 school year. *The **Reading,** group passing rate in the **All Grades** area at **Approaches** was 62%, decrease 28% from the (90/60/30 threshold) for the 2021-22 school year. *The **Reading** group passing rate in the **All Grades a**reas at **Meets** was at 40%, falling 20% from the (90/60/30 threshold) for the 2021-22 school year. *The **Reading** group passing rate in the **All Grades** areas at **Masters** was at 19%, falling 11% from the (90/60/30 threshold) for the 2021-22 school year.	Improve student learning @ the Meets Standards in : **Math** **Reading** **Goal: 15% growth or Higher** Increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target goal.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs STAAR	Priorities
2	**Goal 2:** **TELPAS:** Target Score:49 Longoria El. Score: 33 Scale Score	**STAAR** *The 53% of the campus students in Third grade performed in the Intermediate levels on Telpas. *The 54% of the campus students in Fourth grade performed in the Intermediate levels on Telpas and 21% in the Advance. *The 57% of the campus students in Fifth grade performed in the Intermediate levels on Telpas and 21% in the Advance. .	**STAAR** *The campus received a D Rating in the overall status on TELPAS *The campus Did Not Meet the state **Target** for TELPAS for the following populations: EB *The campus dropped from 51 to 35.	The EB students will receive additional support using Summit K12, and implementation of TELPAS strategies including TELPAS journals, talking stems, conferences with teachers, and progress monitoring. We will improve by: **20%** To meet the target goal.

Summary of Findings Continued

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Goal 3:	**SCIENCE** • 5th grade * 40% to 18% = special education at Approaches * 40% to 8% = s	• 62% of students performed in the approaches in Science • 38% of students performed in the meets in Science	• *The 5th Grade **Science** passing rate at **Approaches** was at 60%, falling 30% from the (90/60/30 threshold) for the 2021-22 school year. • *The 5th Grade **Science** passing rate at **Meets** was at 36%, falling 24% from the (90/60/30 threshold) for the 2021-22 school year. • *The 5th Grade **Science** passing rate at **Masters** was at 10%, falling 20% from the (90/60/30 threshold) for the 2021-22 school year.	• Increase Science scores in sped pop by 15% • Increase the overall Approaches % in Science by 18% to 80%

2022

TAPR REPORT

Yearly Comparison by Subject: Approaches, Meets, & Masters

Texas Education Agency
2021-22 STAAR Performance (TAPR)
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	70%	**58%**	-	58%	*	-	-	-	-	33%	*	57%	63%	54%	44%
	2021	67%	55%	**54%**	*	50%	-	-	-	-	-	*	-	56%	50%	48%	42%
At Meets Grade Level or Above	2022	51%	42%	**44%**	-	44%	*	-	-	-	-	17%	*	43%	50%	41%	19%
	2021	39%	24%	**29%**	*	23%	-	-	-	-	-	*	-	28%	33%	19%	0%
At Masters Grade Level	2022	30%	22%	**19%**	-	19%	*	-	-	-	-	17%	*	18%	25%	16%	4%
	2021	19%	10%	**17%**	*	9%	-	-	-	-	-	*	-	11%	33%	10%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	66%	**56%**	-	57%	*	-	-	-	-	33%	*	58%	38%	53%	44%
	2021	62%	41%	**57%**	*	52%	-	-	-	-	-	*	-	50%	80%	50%	36%
At Meets Grade Level or Above	2022	43%	38%	**32%**	-	32%	*	-	-	-	-	17%	*	32%	25%	26%	19%
	2021	31%	15%	**17%**	*	10%	-	-	-	-	-	*	-	17%	20%	10%	9%
At Masters Grade Level	2022	21%	17%	**14%**	-	14%	*	-	-	-	-	0%	*	12%	25%	10%	4%
	2021	14%	5%	**4%**	*	0%	-	-	-	-	-	*	-	6%	0%	5%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	70%	**63%**	*	62%	-	-	-	-	-	29%	*	68%	36%	61%	45%
	2021	63%	49%	**23%**	*	21%	-	-	-	-	-	*	-	22%	29%	23%	24%
At Meets Grade Level or Above	2022	54%	44%	**34%**	*	33%	-	-	-	-	-	14%	*	36%	27%	31%	24%
	2021	36%	23%	**10%**	*	10%	-	-	-	-	-	*	-	9%	14%	10%	10%
At Masters Grade Level	2022	28%	20%	**19%**	*	18%	-	-	-	-	-	0%	*	20%	18%	20%	7%
	2021	17%	10%	**3%**	*	3%	-	-	-	-	-	*	-	4%	0%	3%	5%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	66%	**57%**	*	56%	-	-	-	-	-	14%	*	61%	36%	54%	45%
	2021	59%	37%	**16%**	*	16%	-	-	-	-	-	*	-	12%	29%	16%	23%
At Meets Grade Level or Above	2022	43%	40%	**31%**	*	30%	-	-	-	-	-	14%	*	32%	27%	30%	21%
	2021	36%	16%	**9%**	*	10%	-	-	-	-	-	*	-	8%	14%	9%	14%
At Masters Grade Level	2022	23%	20%	**18%**	*	17%	-	-	-	-	-	14%	*	18%	18%	15%	7%
	2021	21%	8%	**6%**	*	6%	-	-	-	-	-	*	-	8%	0%	6%	9%

Yearly Comparison by Subject: Approaches, Meets, & Masters

Grade 5 Reading																
At Approaches Grade Level or Above	2022	81%	77%	**65%**	*	65%	-	-	-	-	-	20%	-	66%	60%	64%	58%
	2021	73%	65%	**52%**	*	50%	-	-	-	-	-	*	-	54%	40%	52%	52%
At Meets Grade Level or Above	2022	58%	51%	**42%**	*	41%	-	-	-	-	-	20%	-	44%	30%	40%	40%
	2021	46%	35%	**21%**	*	18%	-	-	-	-	-	*	-	21%	20%	19%	22%
At Masters Grade Level	2022	36%	27%	**19%**	*	18%	-	-	-	-	-	0%	-	21%	0%	17%	14%
	2021	30%	19%	**14%**	*	11%	-	-	-	-	-	*	-	13%	20%	11%	13%
Grade 5 Mathematics																
At Approaches Grade Level or Above	2022	77%	73%	**52%**	*	51%	-	-	-	-	-	40%	-	54%	40%	49%	49%
	2021	70%	46%	**17%**	*	14%	-	-	-	-	-	*	-	16%	20%	14%	13%
At Meets Grade Level or Above	2022	48%	44%	**25%**	*	25%	-	-	-	-	-	20%	-	24%	30%	23%	21%
	2021	44%	21%	**10%**	*	7%	-	-	-	-	-	*	-	8%	20%	7%	9%
At Masters Grade Level	2022	25%	21%	**6%**	*	6%	-	-	-	-	-	0%	-	7%	0%	4%	2%
	2021	25%	9%	**7%**	*	3%	-	-	-	-	-	*	-	4%	20%	4%	4%

Yearly Comparison by Subject: Approaches, Meets, & Masters

All Grades Mathematics																
At Approaches Grade Level or Above	2022	72%	71%	**55%**	*	55%	*	-	-	-	-	28%	*	57%	38%	52%	46%
	2021	66%	44%	**27%**	*	25%	-	-	-	-	-	20%	-	24%	41%	24%	21%
At Meets Grade Level or Above	2022	42%	39%	**29%**	*	29%	*	-	-	-	-	17%	*	29%	28%	26%	20%
	2021	37%	19%	**12%**	*	9%	-	-	-	-	-	0%	-	10%	18%	9%	11%
At Masters Grade Level	2022	20%	19%	**12%**	*	12%	*	-	-	-	-	6%	*	12%	14%	9%	4%
	2021	18%	8%	**6%**	*	4%	-	-	-	-	-	0%	-	6%	6%	5%	5%
All Grades Science																
At Approaches Grade Level or Above	2022	76%	73%	**60%**	*	60%	-	-	-	-	-	40%	-	59%	70%	60%	49%
	2021	71%	54%	**37%**	*	34%	-	-	-	-	-	20%	-	32%	60%	36%	39%
At Meets Grade Level or Above	2022	47%	42%	**36%**	*	36%	-	-	-	-	-	40%	-	35%	40%	35%	33%
	2021	44%	26%	**7%**	*	7%	-	-	-	-	-	0%	-	8%	0%	7%	9%
At Masters Grade Level	2022	21%	15%	**10%**	*	10%	-	-	-	-	-	0%	-	11%	0%	9%	9%
	2021	20%	8%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2022	75%	71%	**62%**	*	62%	*	-	-	-	-	28%	*	64%	52%	60%	51%
	2021	68%	57%	**42%**	*	39%	-	-	-	-	-	20%	-	43%	39%	40%	39%
At Meets Grade Level or Above	2022	53%	47%	**40%**	*	40%	*	-	-	-	-	17%	*	41%	34%	38%	29%
	2021	45%	34%	**19%**	*	16%	-	-	-	-	-	0%	-	18%	22%	15%	13%
At Masters Grade Level	2022	25%	19%	**19%**	*	18%	*	-	-	-	-	6%	*	20%	14%	17%	9%
	2021	18%	10%	**11%**	*	8%	-	-	-	-	-	0%	-	9%	17%	8%	7%

Overall Yearly Comparison: Approaches, Meets, & Masters

All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	71%	**59%**	100%	59%	*	-	-	-	-	29%	67%	60%	49%	56%	49%
	2021	67%	52%	**34%**	90%	31%	-	-	-	-	-	18%	-	32%	41%	32%	31%
At Meets Grade Level or Above	2022	48%	43%	**35%**	60%	35%	*	-	-	-	-	20%	50%	35%	32%	33%	26%
	2021	41%	28%	**13%**	60%	11%	-	-	-	-	-	0%	-	13%	16%	11%	10%
At Masters Grade Level	2022	23%	18%	**15%**	60%	14%	*	-	-	-	-	5%	17%	15%	12%	13%	7%
	2021	18%	10%	**7%**	50%	4%	-	-	-	-	-	0%	-	6%	9%	5%	5%

2023 STAAR SCHOOL Goals

2022-2023 Raul Longoria Elementary Goals

3rd Grade Reading

% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing State Assessment	School Goal
		STAAR 2022	**STAAR 2023**	**STAAR 2024**
Approaches	34%	**58%**	**44%**	**90%**
Meets	17%	**44%**	**27%**	**60%**
Masters	11%	**19%**	**4%**	**30%**

4th Grade Reading

% of **Students** Passing State Assessment		% of **Students** Passing State Assessment	% of **Students** Passing State Assessment	School Goal
		STAAR 2022	**STAAR 2023**	**STAAR 2024**
Approaches	13%	**62%**	**71%**	**90%**
Meets	10%	**36%**	**42%**	**60%**
Masters	6%	**19%**	**20%**	**30%**

5th Grade Reading

% of **Students** Passing State Assessment		% of **Students** Passing State Assessment	% of **Students** State Assessment	School Goal
		STAAR 2022	**STAAR 2023**	**STAAR 2024**
Approaches	12%	**65%**	**62%**	**90%**
Meets	14%	**36%**	**41%**	**60%**
Masters	16%	**17%**	**25%**	**30%**

2022-2023 Raul Longoria Elementary Goals

3rd Grade Mathematics

% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing State Assessment	School Goal
		STAAR 2022	**STAAR 2023**	**STAAR 2024**
Approaches	35%	**55%**	**63%**	**90%**
Meets	30%	**30%**	**28%**	**60%**
Masters	17%	**15%**	**1%**	**30%**

4th Grade Mathematics

% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing State Assessment	School Goal
		STAAR 2022	**STAAR 2023**	**STAAR 2024**
Approaches	35%	**55%**	**71%**	**90%**
Meets	29%	**31%**	**49%**	**60%**
Masters	12%	**18%**	**19%**	**30%**

5th Grade Mathematics

% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing State Assessment	School Goal
		STAAR 2022	**STAAR 2023**	**STAAR 2024**
Approaches	39%	**51%**	**62%**	**90%**
Meets	35%	**25%**	**31%**	**60%**
Masters	23%	**7%**	**11%**	**30%**

2022-2023 Raul Longoria Elementary Goals

5th Grade Science				
% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing State Assessment	School Goal
		STAAR 2022	**STAAR 2023**	**STAAR 2024**
Approaches	7%	**60%**	**63%**	**90%**
Meets	0	**35%**	**39%**	**60%**
Masters	4%	**11%**	**14%**	**30%**

TPRI / Tejas Lee Data Analysis

2022-2023 Raul Longoria Elementary

Demographics Summary:

All Students:

The following sources from across the campus were used to review the **All Student TPRI/Tejas Lee** data at Raul Longoria Elementary by the Site Based Decision Making Committee: Campus TPRI/Tejas Lee reports, student TPRI/Tejas Lee reports by grade level. Raul Longoria Elementary will continue to implement interventions such as Voyager, Pasaporte, Tutoring, and small group instruction to ensure that students make adequate progress towards reading on grade level. Students in frustrational level will be assessed and monitored using TPRI/Tejas Lee Benchmark and Progress Monitoring.

Needs:

As evidenced in the EOY 2022-2023 TPRI/Tejas Lee report, the results show the following needs:

- The TPRI percentage for the campus in 1st grade at the Approaches level is 10.6% which is lower than on Tejas Lee 12.8%
- The TPRI percentage for the campus in 2nd grade at the Approaches level is 16.7% which is lower than on Tejas Lee 18.0%
- The EOY TPRI/Tejas Lee report shows the % of 1st and 2nd grade students not performing at the Master's level is lower on Tejas Lee than TPRI.

Strengths:

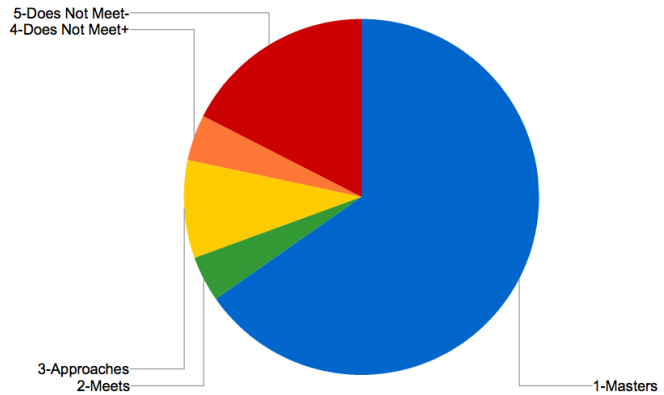
As evidenced in the EOY 2022-2023 TPRI/Tejas Lee report, the results show the following strengths:

- The TPRI percentage for the campus in 1st grade at the Masters level is 75% (27 students) which is higher than the Tejas Lee Masters 51.1%
- (21 students).
- The TPRI percentage for the campus in 2nd grade at the Masters level is 75% (16 students) which is higher than the Tejas Lee's Masters 28.0%
- (7 students).
- The 2022-2023 EOY TPRI/Tejas Lee report shows the % of 1st and 2nd grade students performing at the Masters level is higher in TPRI than in Tejas Lee.

2022-2023 Raul Longoria Elementary

TPRI Teacher Tier and Group Banding Report — **G01 TPRI EOY 2022-2023**

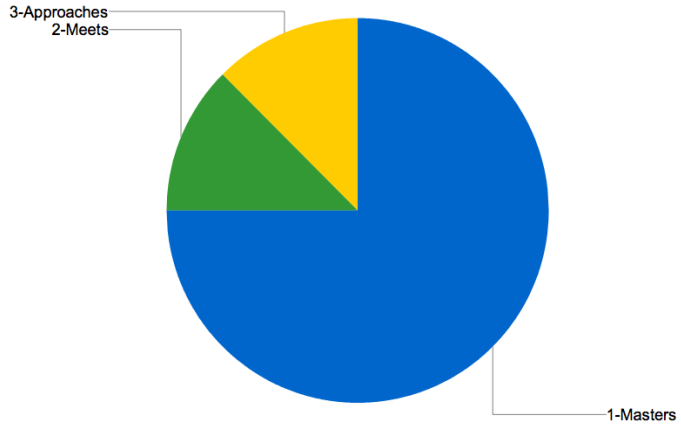
Teacher: **Moreno, Maria** (**3141) — Campus: **RAUL LONGORIA EL**



Total	23	
1- Masters 0 ~ 130	15	65.2%
2- Meets 131 ~ 261	1	4.3%
3- Approaches 262 ~ 391	2	8.7%
4- Does Not Meet+ 392 ~ 522	1	4.3%
5- Does Not Meet- 523 ~ 654	4	17.4%

TPRI Teacher Tier and Group Banding Report — **G01 TPRI EOY 2022-2023**

Teacher: **Garza, Alisa** (**1323) — Campus: **RAUL LONGORIA EL**



Total	24	
1- Masters 0 ~ 130	18	75.0%
2- Meets 131 ~ 261	3	12.5%
3- Approaches 262 ~ 391	3	12.5%

2022-2023 Raul Longoria Elementary

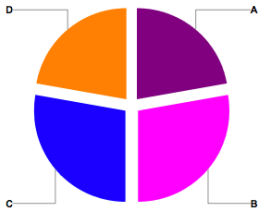
TPRI Teacher Intervention Target Listing — 2nd Grade - EOY

Teacher: **Martinez, Blanca** (**0894) Campus: **RAUL LONGORIA EL**

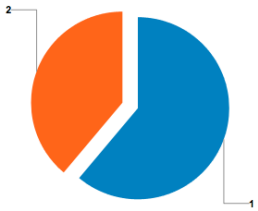
Summary

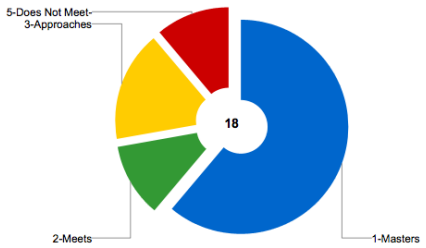
#Student Assessment	LEP	SPED	Econ Dis	ESL	Migr	At Risk	Title I A	Avg. Grouping Factor	Teacher Group & Tier						Developed On Tasks					Accuracy IND On Both Stories	Fluency (WCPM) =>Goal On Both		Developed On All (GK, WR, Comp., IND.& FLU)
									A	B	C	D	1	2	GK	WR	GK & WR	Both Stories Comp.	All				
18	3	2	17	0	0	14	17	118	4	5	5	4	11	7	8	13	8	11	8	13	11	(11)	8
18	16.7%	11.1%	94.4%	0%	0%	77.8%	94.4%		22.2%	27.8%	27.8%	22.2%	61.1%	38.9%	44.4%	72.2%	44.4%	61.1%	44.4%	72.2%	61.1%	(61.1%)	44.4%

Overall Group



Overall Tier





Total		18	
1- Masters 0 ~ 88	No Intervention Needed	11	61.1%
2- Meets 89 ~ 177	Possible Intervention Needed	2	11.1%
3- Approaches 178 ~ 266	Moderate Intervention Needed	3	16.7%
5- Does Not Meet- 355 ~ 444	Significant Intervention Needed	2	11.1%

The **Overall Group** identifies the students in groups A-B-C-D for the CLASS for the assessment given.
The **Grouping Factor** is a mathematical calculation that takes the entire assessment into consideration and weights the tasks based on difficulty. The higher the Grouping Factor, the poorer the student did on the assessment.
The **Teacher Class Group (A, B, C or D)** refers to the students assigned group level within the class (period).
The **Calculated Tier** identifies the student's tier - 1 or 2 - based on the guidelines set-forth by the assessment developers.

Ethnicity: **ML**-Other/Multiple **NT**-American Indian or Alaskan Native **AS**-Asian or Pacific Islander **AA**-Black (Non-Hispanic) **HI**-Hispanic **WH**-White (Non Hispanic) **KO**-Korean **NP**- Not Provided

Group A identifies the "least-independent" students.
Group D identifies the "most-independent" students.
Fluency Goals: >= 70 WCPM (EOY 70)
Fluency shown in parentheses (#) is Fluency Equating.
Green numbers (WCPM) are equal or greater than goal.

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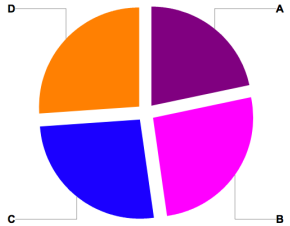
TPRI Teacher Intervention Target Listing — 2nd Grade - EOY

Teacher: **Villarreal, Jessica** (**3923) Campus: **RAUL LONGORIA EL**

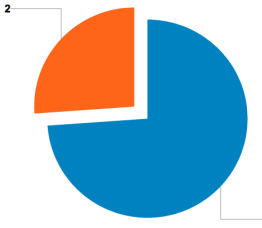
Summary

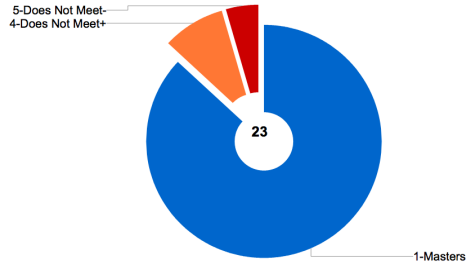
#Student Assessment	LEP	SPED	Econ Dis	ESL	Migr	At Risk	Title I A	Avg. Grouping Factor	Teacher Group & Tier						Developed On Tasks					Accuracy IND On Both Stories	Fluency (WCPM) =>Goal On Both		Developed On All (GK, WR, Comp., IND.& FLU)
									A	B	C	D	1	2	GK	WR	GK & WR	Both Stories Comp.	All				
23	1	2	22	0	0	16	23	72	5	6	6	6	17	6	13	18	13	20	13	20	17	(15)	12
23	4.3%	8.7%	95.7%	0%	0%	69.6%	100%		21.7%	26.1%	26.1%	26.1%	73.9%	26.1%	56.5%	78.3%	56.5%	87.0%	56.5%	87.0%	73.9%	(65.2%)	52.2%

Overall Group



Overall Tier





Total		23	
1- Masters 0 ~ 88	No Intervention Needed	20	87.0%
4- Does Not Meet+ 267 ~ 354	Significant Intervention Needed	2	8.7%
5- Does Not Meet- 355 ~ 444	Significant Intervention Needed	1	4.3%

Attendance

2022-2023 Raul Longoria Elementary

Demographics Summary:

All Students:

The following sources from across the campus were used to review the **Attendance** data at Raul Longoria Elementary by the Site Based Decision Making Committee: Campus PEIMS reports by grade level. Raul Longoria Elementary will continue to implement interventions such as ARP, incentives, perfect attendance recognition, to ensure that student's attendance improves.

Needs:

As evidenced in the EOY 2021-2022 PEIMS report the results show the following needs:

- The Attendance percentage for the campus in Pre-Kinder is at 87.51% .
- The Attendance percentage for the campus in First grade is at 89.49% .

Strengths:

As evidenced in the EOY 2021-20232PEIMS report the results show the following strenght:

- The Attendance percentage for the campus in Third grade is at 91.14% .
- The Attendance percentage for the campus in Fouth grade is at 92.39% .
- The overll campus attendace in the PEIMS report is at 90.35

Goal #1:

Math Student Achievement

CIP Part 2: Goals, Objectives, Strategies, and Action Plans- Planning, Implementing, and Monitoring

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Use the data from formative assessment (every two weeks) to identify specific areas of needs	Principals/Assistant Principal Teachers Intervention Stratagist CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	September2023-August 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of T-1, SCE., 99 State, &
Action Steps							
1. Closely monitor student progress using formative assessments, CBAs, Benchmark 1& 2, ISTATION, TPRI/ Tejas Lee, Progress Monitoring Forms							
2. Identify students' strengths / needs in an effort to plan for targetted interventions (fluency, comprehension, or vocabulary)							
3. Utilize research-based strategies and programs (Voyager, Passporte, DMR strategies, TPRI/ Tejas Lee interventions) with fidelity							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Implement differentiated instruction and monitor growth	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II) Canon/copy graphics	September 2023-August 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
Action Steps							
1). All teachers will implement genre studies, with an emphasis on expository texts features and question stems							
2). All teachers will conduct fluency checks (weekly) and measure for accuracy for students who are maybe in need of intervention							
3). Provide evidence that all teachers are engaging students in comprehension strategies routinely such as: D.O.K. questions, Open-ended question, STAAR Question Stems							

Goal Area 1:	Student Achievement
Annual Goal 2:	The percent of students who perform at meets grade level (0%) on the STAAR Writing will increase by 20% by June 2023
Objective 2:	All student groups will be monitored weekly to ensure that at least 20% of the indicators in the Closing the Gaps domain are met by June 2023

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	Principals/Assistant Principal Teachers Intervention Stratagist CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ ThinkUp -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Closely monitor student progress using formative assessments, CBAs, Benchmark 1& 2, Progress Monitoring Forms							
2. Identify students' strengths / needs in an effort to plan for targetted interventions							
3. Utilize data to plan appropriate differentiated instruction and reteach for mastery							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use pacing calendar and prioritize Ses based on area of need	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1). All teachers will use TEK focus and Spiralling of grammar skills previously taught.							
2). All teachers will use comulative weekly/biweekly assessment to monitor comprehension of grammar skills previously taught							
3). Teachers will do one to one conference with students to provide feedback							
4). Teachers will use pacing caledar to ensure mastery of all readiness standard and prioritize area of need based on mostly heavily weighed SEs							

Goal #2:
TELPAS

Goal Area 2:	Closing the Gap
Annual Goal 1:	All identified student groups in the Closing the Gap domain will meet 80% of the indicators in the Academic Achievement component by June 2023
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 80% of the indicators in the Academic achievement component are met by June 2023.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Analyze data and use the results to drive interventions	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-DMAC data reports -Campus Performance Reviews (CPR) -CLCs Data Analysis -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Use ongoing campus-based and district built formative / summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2)Disaggregate data and use the results to create plans that will increase the students' growth at the meets level or above							
3)Establish meeting times (2X a month) for all grade-levels to hold "data conversations" to share growth and "best practices" (e.g., TCLs, Admin led data-conversations)							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Create focused interventions and progrss monitor all students weekly	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, and STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Use interventions during a "banked intervention time" into the day in each grade-level (e.g., "Prime-Time" intervention time, after school tutorials, enrichment classess, Satruday Academies, summer school)							
2. Provide focused interventions based on data (e.g., TEKS focused tutorial, computer-based turorials based on need, mastery of readiness standards)							
3. Closely monitor weekly progress and adjust instructional delivery and interventions							

Goal Area 2:	Closing the Gaps
Annual Goal 2:	Special Population groups will increase by 20% in the Closing the Gaps domain by June 2023
Objective 2:	Special Population groups will be monitored weekly to ensure that the Closing the Gaps domain are met by June 20223

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and analyze data by special populations to help drive instruction and interventions.	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, and STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Use weekly ongoing formative assessments to monitor growth							
2)Analyze data and use results to create action plans that will help close the gap by 20% or more							
Analyze formative assessment data (DMAC, Progress Monitoring, BM, and Weekly Assessments)							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Use differeniated strategies based on needs	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	--DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Determine the appropriate material for tutorial / accelerated instruction (after school tutoring, extanded school year, and accelerated enrichment camps)							
2)Implement action plans with fidelity and monitor progress towards goal (e.g., monitor tutorials / accelerated instruction)							

Goal #3: Student Achievement Science

1)Provide opportunities for professional growth ghrough conferences, trainings, and mentors							
2)Provide leadership opportunities through extracurriculum activities (ex. DI, UIL, Student Council, ENHS,)							
3)Staff and students will participate in SEL PDs and implement strategies to increase staff-student relationships							
Strategy 2	**Persons Responsible/Title**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative Assessment**	**Title-I School- wide Component**
-Apply discipline protocols consistently throughout the district.	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Train staff on student referral protocols, de-escalation and retorative practices							
Train staff on a student sexual abuse and neglect, bullying and suicide							
Provide student counseling opportunities, cool down strategies and reflection time							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Monitor school attendance initiatives to ensure student academic success	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Promote consistent admission/enrnollment procedures to ensure student engagement and quality data							
2)Dissemination of attendance/Non attendance guidlines and compliance							
3) Monitor students with potential attendance issues. Provide interventions for students in ARP							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide consistent student support and guidance through school personnel to ensure student academic success.	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Implement school attendance imporvement/truancy prevention							
2) Provide attendance incentives: Perfect attendance rewards every six weeks.							
3) post attendance weekly on campus attendance bulletin board and announce top class weekly							

Raul Longoria Elementary

2022-2023

SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

Sept. 12. 2022

By May 2023, Raul Longoria Elementary will have established procedures to continuously provide, promote, maintain, and up-grade personal, professional, technical, and managerial growth opportunities for all personnel.

- **Call Meeting to order**
- **Review Campus Plan**
- **Make revisions**
- **Approve/Disapprove Campus Plan**
- **Initial by name**
- **Adjourn meeting by Administrator**

SBDM Committee

School Administration
Rosalina Borrego, Principal
Elisa Aguilera, Asst. Principal
Viridiana Rangel, Counselor

Professionals
Martina Cortez
Christal Dennett– PK
Sara Pena 1st Grade
Gloria Tovar– 2nd Grade
Sylvia Garcia– 3rd Grade
Anabely Segura 4th Grade
Laura Ornelas– 5th Grade
Nora Contreras– Life Coach

Resource
Jessica Castillo

Parent
Maria Antonietta Vasquez

Para-Professional
Julie Martinez

Support Staff
Joey Medrano

Community Member
Cynthia Sandoval

10 Components of a Title 1, Part A School-wide Program

10 Components of a Title I,

1. Comprehensive Needs Assessment

a. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
b. Required: Use data to create a campus profile that drives the Campus Improvement Plan
c. Best practice: Involve total school staff in identifying campus needs

2. Reform strategies

a. Required: Review program documentation to ensure that all instructional programs/ instructional strategies are supported by scientifically-based research
b. Best practice: Identify how each activity strengthens the core academic program
c. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

3. Instruction by Highly Qualified Teachers

a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require “effective teachers,” and teachers must be state certified
c. Best practice: Provide opportunities for teachers to observe master teachers in action

4. High-Quality and Ongoing Professional Development

a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate
b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers
c. Best practice: Rearrange the school day to provide a block of time for collaborative planning

5. Strategies to Attract Highly Qualified Teachers

a. Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require “effective teachers,” and teachers must be state certified
c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

10 Components of a Title 1, Part A School-wide Program Cont.

6. Strategies to Increase Parental Involvement

a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
b. Required: Include parents in developing the parental involvement policy and school-parent compact
c. Required: Help parents understand the state's academic content and achievement standards
d. Best practice: Provide a family literacy program

7. Transition (IN 2016-2017 THIS APPLIES TO TRANSITION FROM PRESCHOOL ONLY. UNDER ESSA BEGINNING 2017-2018, IT ALSO APPLIES TO MIDDLE AND HIGH SCHOOL TRANSITIONS.)

a. Required: Provide transition assistance for students coming from preschool
b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
d. Best practice: Arrange guided site visits to high school for middle school students

8. Teacher Decision-Making Regarding Assessments

a. Required: Include teachers in the decisions and planning regarding use of assessments
b. Best practice: Provide opportunities for teachers to work together to develop student assessments (Examples: benchmarks, performance assessments, student inventories)
c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments

9. Effective and Timely Assistance to Students Experiencing Difficulty

a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it
b. Best practice: Provide individualized and small group learning sessions
c. Best practice: Incorporate computer assisted instruction, modifications, and accommodations for curriculum activities

10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds

a. Required: Use the flexibility to integrate services and programs to upgrade the entire educational program, thus helping all students reach proficient and advanced levels of achievement
b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure
c. Best practice: List Federal, State and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose, and document coordination of program funds in CIP