



Raul Longoria Elem. Improvement Plan 2015-2016

Mission Statement

PSJA ISD's mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The district accomplishes this by providing a comprehensive, quality instructional program that is equitable and accessible to all.

RAUL LONGORIA ELEMENTARY

Mission Statement

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.

Vision Statement

Our vision at Raul Longoria Elementary is to create a pre-kindergarten through fifth grade school that is highly regarded for its academic excellence, preparing students for post-secondary education and helping develop the leaders of tomorrow. We will accomplish this by using innovative ideas, technology and a rigorous academic environment in which each student will reach their maximum

What We Believe In
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.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

School wide Components:

- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

RAUL LONGORIA ELEMENTARY

School Administration

Rosalina Borrego, Principal

Karla Montemayor, Asst. Principal

<p><u>Pre-Kinder</u> Gonzalez, Hermelinda Gutierrez, Karla Isaacs, Karin</p>	<p><u>2nd Grade</u> Garza, Irma Noemi Pena Martinez, Blanca Tovar, Gloria</p>	<p><u>5th Grade</u> Garcia, Martin Herrera, Noelia White, Nelly Castillo, Jessica</p>	<p><u>Paraprofessionals</u> Vera, Dora Cardenas, Priscilla Medina, Kristin Gomez, Reyna Villarreal, Aracelia Garibay, Lydia Gazca, Irene Sanchez, Alma</p>	<p><u>Office Staff</u> Martha Gomez, Counselor Campos, Marina-Computer Lab Lopez Nilda-Parent Educator Hernandez, Alicia-Secretary Garza, Sarah- Peims Clerk</p>
<p><u>Kinder</u> Gomez, Veronica Moreno, Maria Zamora, Dolores Tijerina, Jessica</p>	<p><u>3rd Grade</u> Garcia, Sylvia Garcia, Susana Flores, Charles Cruz, Stephanie</p>	<p><u>Resource</u> Cantu, Gloria- Sp.Ed. Res. Ornelas Laura – Science Lab Garcia, Ludivina – P.E. Coach Arredondo, Carlos – Music Guajardo, Nadine - <u>Librarian</u> Martinez, Martha- Nurse Contreras, Nora- Instr. Coach</p>	<p><u>Cafeteria</u> Garcia, Maria- Manager Garcia, Isabel Sanchez, Maria Ybarra, Mary</p>	<p><u>Crossing Guards</u> Gutierrez, Maria Hernandez, Cruz</p>
<p><u>1st Grade</u> Garza, Alisa Ochoa, Diana Serna, Edelfina De La Cruz, Lorena Villarreal, Jessica</p>	<p><u>4th Grade</u> Gonzalez, Velma Pena, Sara Segura, Anabely Aguilera, Elisa</p>		<p><u>Custodians</u> Pena, Martin- Head Maldonado, Maria Lackey, Richard Espino, Maria</p>	<p><u>Speech Pathologist</u> Martinez, Lizette <u>Speech Therapist</u> Badillo, Cindy <u>Diagnostician</u> Cano, Sharon</p>

RAUL LONGORIA ELEMENTARY

Site-Based Decision Making Council 2015-2016

School Administration

Rosalina, Principal
Karla Montemayor, Asst. Principal
Martha Gomez, Counselor

Para-Professional

Marina Campos

Support Staff

Martin Peña- Head Custodian

Community Member

Ralph Gomez

Professionals

Karla Gutierrez - PK
Veronica Gomez – Kinder
Dolores Zamora- Kinder
Diana Ochoa- 1st Grade
Alisa Garza – 1st Grade
Blanca Martinez – 2nd Grade
Sylvia Garcia – 3rd Grade
Charles Flores – 3rd Grade
Anabely Segura-4th Grade
Jessica Castillo – 5th Grade
Laura Ornelas – 5th Grade

Resource

Ludivina Garcia

Parent

Rubi Gracia

Comprehensive Needs Assessment



Data Resources Reviewed

1. **2014-15 STAAR Campus TAPR and Federal System Safeguards Reports**
2. **2014-15 Attendance**
3. **Discipline Referrals**
4. **PEIMS Demographics**
5. **Walk-through Data**
6. **Parental Involvement Data**
7. **McRell Teacher Evaluations**
8. **Professional Development Plan**
9. **Teacher Certifications**
10. **TELPAS Scores**
11. **Technology Inventories**

Comprehensive Needs Assessment

State Accountability				Federal Safeguards Reading							Federal Safeguards Mathematics						
Index 1 (60)	Index 2 (30)	Index 3 (28)	Index 4 (12)														
Student Achieve.	Student Progress	Closing Perform. Gaps	Postsec. STAAR Results	All	Hispanic	Af. Am.	White	ECD	SpEd	ELL	All	Hispanic	Af. Am.	White	ECD	SpEd	ELL
79	44	43	32	77	76	*	*	76	29	80	74	74	*	*	73	*	80

* Indicates results are masked due to small numbers to protect student confidentiality.

Comprehensive Needs Assessment



Demographics

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 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 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:

System Safeguards Data: As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap between SpEd and All students 2014-2015 is 48%.

Professional Development Needs:

The Special Education Teacher must work closely with the Curriculum and Instruction Department and Special Education Department to attend PD in the area of co-teaching to implement the inclusion model effectively.

General Education Teachers will attend a training that will entitle the new accommodations and modifications for the 2015 school year needed to meet the special education IEP's.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

Strengths:

- In STAAR Reading All grades, the passing rate for SpEd students at LONGORIA ELEMENTARY was 83%, 6 points above the state.*

*STAAR results only include special education students who took the STAAR exam. STAAR A and STAAR Alt 2 are not reflected on this report.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

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 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. Longoria Elementary also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Longoria Elementary was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, Longoria Elementary was 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 led to a more coherent and consistent bi-literacy program. Professional development was also coordinated at Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

- The Dual Language Program at LONGORIA ELEMENTARY serves 45.3% of our ELL students in grades Pre- K-12.

On the STAAR exam:

- 3rd grade Reading passing rate for ELL students at LONGORIA ELEMENTARY was 81%, 4 points above the state.
- 4th grade Reading passing rate for ELL students at LONGORIA ELEMENTARY was 77%, 3 points above the state.
- 4th grade Writing passing rate for ELL students at LONGORIA ELEMENTARY was 81%, 11 points above the state.
- 5th grade Reading passing rate for ELL students at LONGORIA ELEMENTARY was 90%, 3 points above the state.
- 5th grade Science passing rate for ELL students at LONGORIA ELEMENTARY was 87%, 15 points above the state.

On the TELPAS State Assessment:

Longoria's ELL showed a yearly progress of 14% from 2014-2015 based on their performance of the same or more than one level progress in the TELPAS proficiency level.

In 2014, the TELPAS Yearly Achievement Summary indicates that 40% of the ELL students met or advance more than 1 level in their TELPAS Progress indicators.

In 2015, the TELPAS Yearly Achievement Summary indicates that 54% of the ELL students met or advance more than 1 level in their TELPAS Progress indicators.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across Longoria Elementary were used to review the Economically Disadvantaged data by the Site Based Decision Committee: State of Texas Assessments of Academic Readiness (STAAR) results in TAPR reports, and Federal System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

Federal System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 1%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 2%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- 3rd grade Reading passing rate for Eco Dis students at LONGORIA ELEMENTARY was 83%, 6 points above the state.
- 4th grade Writing passing rate for Eco Dis students at LONGORIA ELEMENTARY was 71%, 1 points above the state.
- 5th grade Science passing rate for Eco Dis students at LONGORIA ELEMENTARY was 75%, 3 points above the state.

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • 3rd Grade Reading • 5th Reading and Science <p style="text-align: center;">Mastery 75% or Higher</p>	<ul style="list-style-type: none"> • 4th Grade Reading and Writing 	<p>Improve student learning outcomes in :</p> <p style="text-align: center;">4th Grade Reading and Writing</p> <p>SMART Goal: 75% or Higher</p>
2	Index 2: Student Progress	<p>Campus Exceeded the State Target for Index 2 of 14% with 44% meeting or exceeding the progress measure.</p>	<ul style="list-style-type: none"> • 56% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2015-16 in Reading and Mathematics
3	Index 3: Closing the Achievement Gap	<ul style="list-style-type: none"> • Campus Exceeded the State Target for Index 3 of 15% with 43% meeting or exceeding the progress measure. 		<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, and science.</p>
4	Index 4: Post Secondary Readiness	<p>Campus Exceeded the State Target for Index 4 of 20% with 32% meeting or exceeding the progress measure.</p>	<p>Mastery at Final Recommended was below 35%.</p>	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • Revise curriculum • Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • New Cafeteria • Communication in both English and Spanish • PK-1ST Grade parent involvement is high • Parent Educator at campus • Monthly events and meetings with parents • Yearly Award Ceremonies • Bimonthly school assemblies 	<ul style="list-style-type: none"> • 2nd-5th Grade Parent involvement • Curriculum Nights for all grade levels. 	<ul style="list-style-type: none"> • Create opportunities for parents to be involved in students' education • Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. • New technology resources and equipment throughout campus 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance 97.4% • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Decrease in student enrollment • Business Community Involvement 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRel Evaluation Tool • Mentoring Program 	<ul style="list-style-type: none"> • Training on SLO and McRel Evaluation tool. 	<ul style="list-style-type: none"> • Improve teacher ratings in McRel Evaluation Tools. • New Teachers assigned a mentor



	Performance Target 2015	State	PSJA ISD	LONGORIA'S 2015 RESULTS	Goals 2016
Index 1 Student Performance	60	77	66	79	85
Index 2 Progress Measure	30	37	35	44	50
Index 3 Closing the Gap	28	40	37	43	50
Index 4 Postsecondary Readiness	12	75	79	32	40

3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	83	
Phase in 2 Level II	57	68	85
Final Recommended	74	37	45
Adv. Level III	89	15	20

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	75	
Phase in 2 Level II	56	67	85
Final Recommended	73	33	40
Adv. Level III	83	18	20

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	46	75	
Phase in 2 Level II	54	67	75
Final Recommended	72	47	47
Adv. Level III	86	18	18

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR ALT 2, as well as the mathematics 3-8 were excluded.



3rd Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	50	88	
Phase in 2 Level II	58	86	86
Final Recommended	75	43	45
Adv. Level III	85	24	25

4th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	71	
Phase in 2 Level II	59	63	75
Final Recommended	75	34	30
Adv. Level III	86	10	20

5th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	71	
Phase in 2 Level II	63	63	70
Final Recommended	78	34	35
Adv. Level III	87	10	13

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.



COLLEGE³
 READY. CONNECTED. COMPLETED.

4th Grade Writing


% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	74	
Phase in 2 Level II	59	55	75
Final Recommended	70	29	34
Level III Adv.	84	6	11

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

5th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	59	77	
Phase in 2 Level II	66	65	80
Final Recommended	80	35	40
Adv. Level III	91	11	15

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

- 
- **Goal 1-Index 1:Student Achievement**
 - **Goal 2-Index 2:Student Progress**
 - **Goal 3-Index 3:Closing the Achievement Gap**
 - **Goal 4-Index 4: Post Secondary Readiness**
 - **Goal 5-Family and Community Involvement**
 - **Goal 6-Technology**
 - **Goal 7-School Culture and Climate**
 - **Goal 8-Staff Quality, Recruitment, and Retention**

All strategies and action steps highlighted in yellow represent our sub-populations.

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Principal, Assistant Principal	Local Funds, Title 1 Funds	August 2015- October 2015	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI / Tejas Lee/ I Station / CIRCLE	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Teachers, IC, Principal, Assistant Principal	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	August 2015- May 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Implement Vertical Alignment and Cross Curriculum Meetings	Principal, Assistant Principal, CIF Coach	Local Funds, Title 1 Funds	August 2015- May 2016	Agendas and Sign In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI / Tejas Lee/ I Station / CIRCLE	Title 1 - #4
Implement Raising Readers Program PK-2 nd Grade Implement IStation Reading and Math Computer Programs PK-5 th Grade Implement Think Through Math Computer Program 3 rd -5 th Grade	Principal Assistant Principal Teachers Computer Lab Manager	Local Funds, Title 1 Funds	August 2015- May 2016	Six Weeks Data Graphs Teacher Summary Reports Student Summary Reports	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI / Tejas Lee/ I Station / CIRCLE	Title 1 - #4

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be given and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Teachers, IC, CIT	Local Funds, Title 1 Funds	June 2015-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal, Assistant Principal, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2015	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal, Assistant Principal, IC	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be given for each of the required state assessment subjects.	3 rd -5 th grade teachers	Local Funds, Title 1 Funds	June 2015 – May 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR.	IC, Assistant Principal, Principal	Local Funds, Title 1 Funds	June 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	Teachers, IC, Assistant Principal, Principal	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
BOY, MOY, EOY TPRI/TEJAS LEE , CIRCLE, ISTATION, STAR REN Assessments will be administered to students as required by state to progress monitor student growth	Teachers Computer Lab Manager	Local Funds, Title 1 Funds	August 2015- May 2016	Teacher Summary Reports	Student Achievement Gains	BOY, MOY, EOY MONTHLY CHECKPOINTS	Title 1 - #8

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	DMAC reports TPRI/TEJAS LEE Reports CIRCLE Reports ISTATION Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI/TEJAS LEE, CIRCLE, ISTATION	Title 1 - #8
Data Rooms will be used interactively to discuss data and monitor student progress.	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	August 2015- June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data and to establish next steps with staff	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Principal	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA, BM, and reporting period	Teachers, Assistant Principal Principal	Migrant Funds 212	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA, BM, and reporting period	Teachers, Special Ed, Teacher, Assistant Principal Principal	Special Ed Funds 224	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA, BM, and reporting period	Teachers, Assistant Principal Principal	Title III 263	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Science lab teacher will create formative assessments.	Science Lab Teacher	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed at the campus and shared with all stakeholders.	Principal Assistant Principal IC	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Principal Assistant Principal IC	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015- June 2016	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/ accommodations for the special education students and 504 students in their classrooms based on their IEP/IAP.	Principal Assistant Principal Counselor Teachers	Special Ed 224	August 2015-June 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Principal Assistant Principal IC Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Ongoing professional development training on data analysis will be provided for teachers during CLC'S and PD days	Principal Assistant Principal	Local Funds 199, Title 1 Funds 211	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal Assistant Principal Counselor Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015-July 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parents will be kept informed on their child's progress following each district-level CBA and Benchmark. Interventions and parent conferences will be held as needed. Special emphasis will be placed on sub-pops.	Principal Assistant Principal Counselor Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all teachers on differentiated instruction and data analysis	Principal Assistant principal	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal Assistant Principal IC Teachers	Local Funds 199	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each subject.	Principal Assistant Principal IC Teachers	Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 2- 3X weekly in elementary schools for unpacking the TEKS and lesson plan collaboration	Principal Assistant Principal IC Teachers	Title 1 211, Local Funds 199	August 2015- May 2016	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal Assistant Principal IC Teachers	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Instructional Coaches	Title 1 211, Local Funds 199	August 2015 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Raul Longoria Goal 1: Improve Student Academic Achievement (Index 1)

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	Counselor	Title 1 211	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	IC Coach Principal	Title III 263	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Counselor Assistant Principal Principal	Special Ed 224	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on ISTATON and CIRCLE Computer Programs to facilitate to measure student academic level	Principal Assistant Principal IC	Title 1 211	September 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, ISTATON, CIRCLE	Title 1 - #4

Raul Longoria Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will use a reading/writing curriculum that will be developed using thematic-based instruction and CIF teaching strategies	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Completed Curriculum documents Lesson Plans Raising Readers Data	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, CIRCLE	
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal Assistant Principal Instructional Coach	Title 1 211, Local Funds 199	August 2015 and on- going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will use and create writing Rubrics will be developed and used district-wide	Teachers	Title 1 211, Local Funds 199	August 2015 and on- going	Walk-throughs Writing Samples	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS WFTB	
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	Summer 2015 and on-going	Completed DOK questions in the Curriculum documents SQQR DOK questions	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS CIRCLE	

Raul Longoria Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive Figure 19 Training to implement in the classroom aligned with STAAR level of exposure.	District Training		September 2015-May 2016	Walkthroughs Curriculum Implementation of Strategies	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS CIRLCE	
A minimum of 2 compositions per six weeks will be required at each grade level	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will use STAAR Literature questions that will be written for each literary piece/all genres	Teachers	Title 1 211, Local Funds 199	Summer 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Raul Longoria Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will administered Two aligned CBAs and two district Benchmarks	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Raul Longoria Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will use a Mathematics curriculum developed for K-5 using CIF strategies	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	June 2015-May 2016	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS, analyzing data	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Raul Longoria Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to inform tutorial lessons and to identify spiraled skills	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Exit tickets will be developed aligned to the skill of the day	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Raul Longoria Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	District Representatives	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will utilize Sharon Wells Curriculum and effective teaching strategies with consistency and fidelity.	Teachers	Title 1 Funds	August 2015- May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Raul Longoria Goal 3: Close the student achievement gap among all populations. (Index 3)

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies •CIRLCE •Foldables •Focus Walls 	<p>Teachers, Campus Principals, Instructional Coaches, Special Education Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>August 2015- May 2016</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS, IStation, TPRI/TEJAS LEE, CIRLCE</p>	

Raul Longoria Goal 3: Close the student achievement gap among all populations. (Index 3)

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals, All Teachers, Instructional Coaches, Counselor	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATION, TPRI/TEJAS LEE, CIRCLE	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, All Teachers, Instructional Coaches, Counselor	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATION, TPRI/TEJAS LEE, CIRCLE	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, All Teachers, Instructional Coaches, Counselor	Title 1 211, Local Funds 199 Title III 224	August 2015- May 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATION, TPRI/TEJAS LEE, CIRCLE	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, All Teachers, Instructional Coaches, Counselor	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015- May 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATION, TPRI/TEJAS LEE, CIRCLE	

Raul Longoria Goal 3: Close the student achievement gap among all populations. (Index 3)

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principals, All Teachers, Instructional Coaches, Counselor	Title 1 211, Local Funds 199	August 2015- May 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, Dyslexia Teacher, Instructional Coaches, Counselor	Title 1 211, Local Funds 199	August 2015- May 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, and enrichment period.	Principals, Teachers	SCE	August 2015- August 2016	Summer school rosters, tutorial schedules, log in sheets		CBAs, BMs, STAAR, TELPAS, Graduation rates	
9. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Principals, All Teachers, Instructional Coaches, Counselor	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

Raul Longoria Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HB5 STAAR courses.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	Summer 2015 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Provide training for all teachers on TEKS analysis to determine depth and complexity of each student expectation.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	June 2015 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	June 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	June 2015-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Raul Longoria Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Principal Assistant Principal Teachers IC	Local Funds 199	October 2015 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DIMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Raul Longoria Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds/ SCE	August 2015-May 2016	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Raul Longoria Goal 5: Family and Community Involvement

Objective 1: Provide opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing	Principal Assistant Principal Teachers IC Parent Educators	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Parent Orientations	Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6
Parent meetings geared toward knowledge of reading curriculum utilized in classrooms.	Principal Assistant Principal Teachers IC	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets	Parent Surveys		Title I- #4, #6

Raul Longoria Goal 5: Family and Community Involvement

Objective 2: Offer tutoring programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Sponsor after school and Saturday tutoring camps	Teachers Principal Assistant Principal IC Parent Educator	Title I Funds	August 2015- May 2016	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Increase participation in after school tutoring and Saturday tutoring camps	Teachers Principal Assistant Principal IC Parent Educator	Title I Funds	August 2015- May 2016	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9

Raul Longoria Goal 5: Family and Community Involvement

Objective 3: Provide opportunities for students to participate in community service projects

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Modify adult volunteer services program to include students @ all level	Parent Educator	Local Funds, Title I Funds	May 2016	Volunteer sign-in card	Tally of Volunteer hours		Title I- #9
Partner with National Honors Society Program to engage students in community service projects	Instructional Coach, Principal Assistant Principal	Local Funds, Title I Funds	August 2015- May 2016	Registration forms, MOU'S, Projects Participation Forms	Tally of volunteer hours On a monthly basis		Title I- #9

Raul Longoria Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement on Campus

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host monthly school functions where parents are involved in their child's education.	Parent Educator Principal Assistant Principal Teachers IC Counselor	Local Funds Title I funds	August 2015- May 2016	Sign-In Sheets School Website Gallery	Parent Surveys		Title I- #6, #10
Host educational parent meetings to inform them of the current curriculum and academic expectations of the campus	Parent Educator Principal Assistant Principal Teachers IC Counselor	Local Funds Title I funds	August 2015- May 2016	Sign-In Sheets School Website Gallery	Parent Surveys		Title I- #6, #10
Host Meetings to inform parents of 5 th Grade students about SSI requirements for passing STAAR State Assessment	Parent Educator Principal Assistant Principal Teachers IC Counselor	Local Funds Title I funds	August 2015- May 2016	Sign-In Sheets	Parent Surveys		Title I- #6, #10

Raul Longoria Goal 6: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Instructional Technologist will work directly with teachers to integrate technology into curriculum.	CIT Principal Assistant Principal	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	
PSJA ISD provides adult literacy and technology application skills training to its' parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		

Raul Longoria Goal 6: Technology

Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Teachers Librarian	Accelerated Reader Software, adequate bandwidth, and adequate hardware	August 2015-May 2016	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	
Teachers will integrate technology resources in the classroom. These resources will be available in the classroom and at home for all students. (ISTATION, TTM)	Teachers Computer Lab Manager Librarian	ISTATION AR TTM SOFTWARES	August 2015-May 2016	Usage reports	Increase in the number of students using the programs	Review of ISTATION & TTM Reports	
Teachers will collaborate with CIT and Computer Lab Manager to integrate educational software and programs in the classroom to facilitate and engage the learning.	Teachers CIT Computer Lab Manager	LEARNING.COM ISTATION TTM MIMIO LIGHTSPEED EDUSMART PROMETHEAN BOARDS ILEARNING.COM	August 2015-June 2016	Walkthroughs Lesson Plans	Increase student exposure, knowledge, and interaction	Reports from programs	

Raul Longoria Goal 6: Technology

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will use curriculum and integrate technology essential knowledge and skills (TEKS).	Teachers CIT	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2015.	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.	
Teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Teachers	Learning.com, Instructional Technology Labs	August 2015-June 2016	Walk-throughs LAB usage logs	Increase in student achievement		

Raul Longoria Goal 6: Technology

Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Develop and maintain a campus website as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as upcoming projects.	Teachers Principal Assistant Principal Librarian Counselor CIT	Campus website, Living Tree, and district Intranet	August 2015- May 2016.	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.		

Raul Longoria Goal 6: Technology

Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Teachers</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>August 2015-May 2016</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>		

Raul Longoria Goal 7: Create a Safe School Culture and Climate.

Objective 1: Apply discipline protocols consistently and fairly throughout the district.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Teachers on student referral protocols, de-escalation and restorative practices	Principal, Counselor	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1—#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Counselor	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1—#10

Raul Longoria Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Nurse Principal Parents Teachers Counselor	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2015- June 2016	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources	Nurse Principal Parents Teachers Counselor	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2015- June 2016	Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title 1--#10

Raul Longoria Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics)	Nurse Principal		August 2015- June 2016				
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	Nurse Principal Counselor	-Behavioral Centers -PSJA LPC	August 2015- June 2016	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	Nurse Principal Crisis Intervention Team	-Emergency medical services from Pharr, San Juan and Alamo	August 2015- June 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

Raul Longoria Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	Principal Assistant principal Counselor	-Texas Tropical -Behavioral Centers -Police Departments	August 2015- June 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1—#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	Principal Assistant principal Counselor	-Athletic Department -LPC	August 2015- June 2016	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Vists	Side by side data analysis	Title 1—#10

Raul Longoria Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> -Nurse -Coaches -Principal 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>August 2015- June 2016</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

Raul Longoria Goal 7: Create a Safe School Culture and Climate.

Objective 3: Provide training for all staff on creating a safe school culture and climate.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Ensure that all daily security/safety audits are in compliance with the districts mandates	Principal All Staff	Local Funds	August 2015- June 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Principal Asst. Principal	Local Funds	August 2015- June 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10

Raul Longoria Goal 7: Create a Safe School Culture and Climate.

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal Office Staff Teachers	Local Funds	August 2015- June 2016	<ul style="list-style-type: none"> -Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS 	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal, PEIMS Clerk Teacher	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Monitor students with potential attendance issues. Provide interventions for students in the Attendance Recovery Program(ARP). Implement School Attendance Improvement / Truancy Prevention	Principal, PEIMS Clerk Teacher assigned	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application ARP lists	Increase of student attendance through daily, six weeks and year report Decrease of students in ARP list. Decrease truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10

Raul Longoria Goal 7: Create a Safe School Culture and Climate.

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement effective accountability measures of attendance and address program evaluation • School messenger	Principal Office Staff	Local Funds	August 2015-June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through school personnel to ensure student academic success.	Principal All Staff	Local Funds	August 2015-June 2016	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

Raul Longoria Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> • Bilingual/ESL certified • Special Education certified • Core area certifications • Masters degrees • CTE certified • Advance Placement certified A passion for students, and commitment to excellence	Principal	Staffing needs projections	August 2015-May 2016	<ul style="list-style-type: none"> • Staff hired High teacher retention rate 	<ul style="list-style-type: none"> • All classrooms have a HQ teacher that is prepared to deliver instruction • Teacher will support student success with content expertise 	<ul style="list-style-type: none"> • Screen all applicants for best candidates • Hold Invitational Job Fairs 	
Enhance Motivation and positive attitudes for staff: <ul style="list-style-type: none"> • Provide Recognition for teacher efforts • Implement staff appreciation week • Attendance Recognition 	Principal	Title I	August 2015-May 2016	Staff Retention	<ul style="list-style-type: none"> • Staff retiring from district 	<ul style="list-style-type: none"> • More experience workforce 	
<ul style="list-style-type: none"> • Recruit and Retain Highly Qualified staff through: • Designate interview committee • Follow committee criteria for hiring • Grade Level Recommendations • Participate in District Job Fair • Verify previous employee references • Verification of certification fingerprint and background check 	Principal	Title I Local	August 2015-Ongoing	Retention Rate of district staff Higher Staff moral	<ul style="list-style-type: none"> • Improve student academic scores • Improvement in quality of teaching 	<ul style="list-style-type: none"> • Staff Retention Reports 	

Raul Longoria Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Instructional Coaches Principal Assistant Principal Mentor	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Instructional Coaches Principal Assistant Principal Mentor	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support • New teachers • Other teachers needing support	Instructional Coaches Principal Assistant Principal Mentor	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

Raul Longoria Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mentoring program for new teachers to campus	Instructional Coaches Principal Assistant Principal Mentor	Experience teachers that have been trained as mentors.	Aug. 2015 –May 2016	Mentor Logs	Increase in teacher satisfaction and moral improvement in student performance	McREL Evaluation Student Academic Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development	Instructional Coach Principal Assistant Principal Mentor	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Instructional Coach	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly progress monitoring campus visits and Instructional rounds	Instructional Coach	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	

Raul Longoria Elementary
Appendix



- **Integrated Campus Checklist**
- **SCE Budget**
- **Accountability Report**
- **Texas Academic Performance Report**
- **Federal System Safeguards Report**
- **Program List**
- **AT RISK List**
- **Survey of Parent Participation (English and Spanish)**
- **Parent/Student/Teacher Compact**
- **SBDM Committee Meeting for Approval of Campus Plan**
- **Minutes**
- **Signatures**

Raul Longoria Elementary INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



COLLEGE
READY. CONNECTED. COMPLETE.

<u>CIP Criteria</u>	<u>Yes</u>	<u>No</u>	<u>CIP Page #s</u>
1. Was a comprehensive needs assessment of the entire school conducted?	<u>√</u>	-	<u>I. 1-15</u>
2. Did the needs assessment obtain feedback from all the stakeholders?	<u>√</u>	-	
3. Are the campus plan and the district plan mutually supportive?	<u>√</u>	-	
4. Does the campus plan contain long-range goals that support the district goals?	<u>√</u>	-	
5. Does the campus plan contain annual objectives? (Copy of projection Scores Chart should be included as an appendix.)	<u>√</u>	-	
6. Are the objectives written in measurable terms?	<u>√</u>	-	
7. Do the objectives address the Academic Excellence Indicators?	<u>√</u>	-	
8. Are the initiatives, strategies, and activities designed to achieve the campus goals and objectives?	<u>√</u>	-	
9. Are the needs of special populations addressed, by subgroup, in the plan?	<u>√</u>	-	
10. Have timelines been established to accomplish the initiatives, strategies, and activities?	<u>√</u>	-	
11. Have resources been allocated to support the initiatives, strategies, and activities?	<u>√</u>	-	
12. Have persons responsible for leading, coordinating, and completing the tasks been designated?	<u>√</u>	-	
13. Is staff dev. to carry out the initiatives, strategies and activities included in the plan?	<u>√</u>	-	
14. Does the campus plan include formative evaluations?	<u>√</u>	-	
15. Does the campus plan include summative evaluations?	<u>√</u>	-	

Raul Longoria Elementary
INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



COLLEGE
 READY. CONNECTED. COMPLETE.

- Mastery skills: a description of how the school evaluates, in an on-going way, the progress of students who experience difficulty so that interventions can be timely and effective? √ - I. 1-15

- Strategies for attracting highly qualified staff? √ - VII. 1

- Strategies to ensure that staff are highly qualified and have the knowledge and teaching skills to enable students to meet the state's challenging content and performance standards? √ - VII. 1

- Professional development: activities designed to improve the teaching of academic subjects and enable all students to pass TAKS/SDAA? √ - VII. 1-8

- Parental involvement: strategies that strengthen both the quality and quantity of parent and family involvement in the school wide program, including development / review of home/school compacts and literacy programs? √ - V. 1

- Transition of Preschool children: a description of how elementary programs ensure a smooth transition from early childhood programs such as Head Start and Even Start? √ - I. 15

- Strategies to ensure coordination of federal, state, and local services and programs, and integration with the school wide program? √ - I. 1-15

- Measures to involve teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the academic achievement of individual students and the overall instructional program? √ - I. 1-15

- A list of Local, State, and other federal programs that will be coordinated and integrated with the school wide program? √ - Appendix B

Raul Longoria Elementary
INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



- | | | |
|--|--------------|-------------------------|
| 16. Does the campus plan include strategies for violence prevention and intervention? | <u>√</u> - | <u>I. 1-15</u> |
| 17. Does the campus plan include higher education admissions/financial aid, TEXAS and Teach for Texas grant programs? | <u>n/a</u> - | |
| 18. Does the campus plan identify the number of FTEs (full time equivalents) paid out of State Compensatory Education (SCE) funds? | <u>n/a</u> - | |
| 19. Does the campus plan identify the amount and use of SCE funds? | <u>√</u> - | |
| 20. Was the Campus Performance Objectives Council (CPOC) involved in the planning process for the campus improvement plan? | <u>√</u> - | |
| 21. Did the CPOC approve the campus plan, including staff development?
(Copy of meeting agenda and minutes should be included as an appendix) | <u>√</u> | <u>Appendices H,I,J</u> |

Raul Longoria Elementary
2015-2016



SCE BUDGET

PENIAMATION ENTERPRISES
 DATE: 12/04/2015
 TIME: 15:55:59

PHARR-SAN JUAN-ALAMO ISD
 Expenditure Ledger Short Listing

PAGE NUMBER: 1
 POSTAP11.4GL

SELECTION CRITERIA: orgn.yr='16' and orgn.key_orgn like '16611%' AND expledgr.yr = orgn.yr AND expledgr.key_orgn = orgn

YEAR	ACCOUNT NUMBER	BUDGET	PERIOD EXPENSES	ACCOUNT	YTD EXPENSES	ENCUMBRANCES	BUDGET CONTROL	ORGN/ACCOUNT	STATUS
16	16611115630000	1,600.00	STATE COMP-LONGORIA	611200	SUSESTITUTES FOR PROF.	160.00	16611115630000	611200	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	611800	EXTRA DUTY PAY PROF.	.00	16611115630000	611800	Active
		.00				.00			
16	16611115630000	142,285.00	STATE COMP-LONGORIA	611900	SALARIES - PROFESSIONALS	23,109.84	16611115630000	611900	Active
		.00				103,994.24			
16	16611115630000	.00	STATE COMP-LONGORIA	612100	SUPPLEMENTAL - PARAS	.00	16611115630000	612100	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	612200	SALARIES	.00	16611115630000	612200	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	612500	OTHER PART-TIME & PARENTS	.00	16611115630000	612500	Active
		.00				.00			
16	16611115630000	55,993.00	STATE COMP-LONGORIA	612900	SALARIES/PARA-PROF.	6,389.70	16611115630000	612900	Active
		.00				28,753.67			
16	16611115630000	6,469.00	STATE COMP-LONGORIA	614100	FICA	810.24	16611115630000	614100	Active
		.00				.00			
16	16611115630000	34,824.00	STATE COMP-LONGORIA	614200	EMPLOYEE BEN-HEALTH INS	4,726.42	16611115630000	614200	Active
		.00				16,551.98			
16	16611115630000	2,698.00	STATE COMP-LONGORIA	614300	WORKMENS COMP	400.38	16611115630000	614300	Active
		.00				1,792.10			
16	16611115630000	.00	STATE COMP-LONGORIA	614400	TRS-HS	.00	16611115630000	614400	Active
		.00				.00			
16	16611115630000	540.00	STATE COMP-LONGORIA	614500	UNEMPLOYMENT INS	.00	16611115630000	614500	Active
		.00				.00			
16	16611115630000	4,392.00	STATE COMP-LONGORIA	614600	TRS	775.92	16611115630000	614600	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	614690	TRS 90 DAY EXPENSES	.00	16611115630000	614690	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	624900	CONTRACTED MAINT.& REPAIR	.00	16611115630000	624900	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	626900	EQUIPMENT RENTAL & LEASE	.00	16611115630000	626900	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	629100	CONSULTING SERVICES	.00	16611115630000	629100	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	629900	OTHER CONT SERVICES	.00	16611115630000	629900	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	632900	READING MATL/PERIODICALS	.00	16611115630000	632900	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	639500	FURNITURE AND EQUIPMENT	.00	16611115630000	639500	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	639700	COMPUTER SOFTWARE	.00	16611115630000	639700	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	639800	TECHNOLOGY RELATED EQUIP.	.00	16611115630000	639800	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	639900	GENERAL SUPPLIES	.00	16611115630000	639900	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	649400	TRAVEL-STUDENT	.00	16611115630000	649400	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	649700	FOOD/SNACKS	.00	16611115630000	649700	Active
		.00				.00			
16	16611115630000	.00	STATE COMP-LONGORIA	649900	MISC OPERATING EXPENSE	.00	16611115630000	649900	Active
		.00				.00			
16	16611699630000	.00	STATE COMP SUMMER SCHOOL	611200	SUSESTITUTES FOR PROF.	.00	16611699630000	611200	Active
		.00				.00			
16	16611699630000	.00	STATE COMP SUMMER SCHOOL	611201	EXTRA DUTY PAY	.00	16611699630000	611201	Active

PENTAMATION ENTERPRISES
 DATE: 12/04/2015
 TIME: 15:55:59

PHARR-SAN JUAN-ALAMO ISD
 Expenditure Ledger Short Listing

PAGE NUMBER: 2
 POSTAP11.4GL

SELECTION CRITERIA: orgn.yr='16' and orgn.key_orgn like '16611%' AND expledgr.yr = orgn.yr AND expledgr.key_orgn = orgn

YEAR	ACCOUNT NUMBER	BUDGET	PERIOD	EXPENSES	ACCOUNT YTD EXPENSES	BUDGET CONTROL ENCUMBRANCES	ORGN/ACCOUNT BALANCE	STATUS
		.00		.00	.00	.00	.00	
16	16611699630000	247,004.00	STATE COMP	SUMMER SCHOOL	611800	EXTRA DUTY PAY PROF.	16611699630000	611800 Active
16	16611699630000	210,000.00	STATE COMP	SUMMER SCHOOL	611801	SUPPLEMENTAL PAY/STIPENDS	16611699630000	611801 Active
16	16611699630000	120,000.00	STATE COMP	SUMMER SCHOOL	611802	SUPPLEMENTAL PAY/STIPENDS	16611699630000	611802 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	611803	SUPPLEMENTAL PAY PROFS	16611699630000	611803 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	611804	SUPPLEMENTAL PAY/STIPENDS	16611699630000	611804 Active
16	16611699630000	20,000.00	STATE COMP	SUMMER SCHOOL	612100	SUPPLEMENTAL - PARAS	16611699630000	612100 Active
16	16611699630000	33,000.00	STATE COMP	SUMMER SCHOOL	612101	EXTRA DUTY PAY/OVERTIME	16611699630000	612101 Active
16	16611699630000	7,500.00	STATE COMP	SUMMER SCHOOL	612102	SUPPLEMENTAL PAY	16611699630000	612102 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	612103	SUPPLEMENTAL PAY	16611699630000	612103 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	612104	SALARY-CAFETERIA	16611699630000	612104 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	612901	SALARY-PARA-PROF.	16611699630000	612901 Active
16	16611699630000	12,700.00	STATE COMP	SUMMER SCHOOL	614100	FICA	16611699630000	614100 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614101	FICA	16611699630000	614101 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614102	PAYROLL COSTS	16611699630000	614102 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614103	PAYROLL COSTS	16611699630000	614103 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614104	PAYROLL COSTS	16611699630000	614104 Active
16	16611699630000	8,500.00	STATE COMP	SUMMER SCHOOL	614300	WORKMENS COMP	16611699630000	614300 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614301	WORKMENS COMP	16611699630000	614301 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614302	PAYROLL COSTS	16611699630000	614302 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614303	PAYROLL COSTS	16611699630000	614303 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614304	PAYROLL COSTS	16611699630000	614304 Active
16	16611699630000	5,000.00	STATE COMP	SUMMER SCHOOL	614600	TRS	16611699630000	614600 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614601	TRS	16611699630000	614601 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614602	PAYROLL COSTS	16611699630000	614602 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614603	TRS	16611699630000	614603 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614604	TRS	16611699630000	614604 Active
16	16611699630000	.00	STATE COMP	SUMMER SCHOOL	614690	TRS 90 DAY EXPENSES	16611699630000	614690 Active

PENTAMATION ENTERPRISES
 DATE: 12/04/2015
 TIME: 15:55:59

PHARR-SAN JUAN-ALAMO ISD
 Expenditure Ledger Short Listing

PAGE NUMBER:
 POSTAP11.4GL

3

SELECTION CRITERIA: orgn.yr='16' and orgn.key_orgn like '16611*' AND expledgr.yr = orgn.yr AND expledgr.key_orgn = orgn

YEAR	ACCOUNT NUMBER	PERIOD	EXPENSES	ACCOUNT YTD EXPENSES	BUDGET CONTROL ENCUMBRANCES	ORGN/ACCOUNT BALANCE	STATUS
16	16611699630000	STATE COMP	SUMMER SCHOOL	614695	TRS SURCHARGE	16611699630000 614695	Active
	.00		.00	.00	.00	.00	
16	16611699630000	STATE COMP	SUMMER SCHOOL	626900	EQUIPMENT RENTAL & LEASE	16611699630000 626900	Active
	.00		.00	.00	.00	.00	
16	16611699630000	STATE COMP	SUMMER SCHOOL	626901	CONT MAINT & REPAIR SERV	16611699630000 626901	Active
	5,000.00		.00	.00	5,000.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	626902	RENTAL OF EQUIPMENT	16611699630000 626902	Active
	3,000.00		.00	.00	3,000.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	632900	READING MATL/PERIODICALS	16611699630000 632900	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	632901	TEXTBKS-OTHER READING MAT	16611699630000 632901	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	639900	GENERAL SUPPLIES	16611699630000 639900	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	639901	SUPPLIES & MATERIALS	16611699630000 639901	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	639902	GENERAL SUPPLIES	16611699630000 639902	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	649400	TRAVEL-STUDENT	16611699630000 649400	Active
	200,896.00		.00	.00	200,896.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	649401	TRANSPORTATION - SUP.	16611699630000 649401	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	649402	TRANSPORTANTION COST-STUD	16611699630000 649402	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	649700	FOOD/SNACKS	16611699630000 649700	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	649701	FOOD/SNACKS	16611699630000 649701	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	649702	MISC EXPENSES-SNACKS	16611699630000 649702	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	649703	MISCELLANEOUS EXPENSE	16611699630000 649703	Active
	.00		.00	.00	.00		
16	16611699630000	STATE COMP	SUMMER SCHOOL	649704	SNACKS/TAKS TESTING	16611699630000 649704	Active
	.00		.00	.00	.00		

PENTAMATION ENTERPRISES
 DATE: 12/04/2015
 TIME: 15:56:58

PHARR-SAN JUAN-ALAMO ISD
 Expenditure Ledger Short Listing

PAGE NUMBER: 1
 POSTAP11.4GL

SELECTION CRITERIA: orgn.yr='16' and orgn.key_orgn like '211%' AND expledgr.yr = orgn.yr AND expledgr.key_orgn = orgn.k

YEAR	ACCOUNT NUMBER	PERIOD	EXPENSES	ACCOUNT YTD EXPENSES	BUDGET CONTROL ENCUMBRANCES	ORGN/ACCOUNT BALANCE	STATUS
16	21111115630000	T-I	REG-LONGORIA COMP N/F	611200	SUSBSTITUTES FOR PROF.	21111115630000 611200	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	611800	EXTRA DUTY PAY PROF.	21111115630000 611800	Active
	40,000.00		.00	.00	.00	40,000.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	611900	SALARIES - PROFESSIONALS	21111115630000 611900	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	612100	SUPPLEMENTAL - PARAS	21111115630000 612100	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	612200	SALARIES	21111115630000 612200	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	612500	OTHER PART-TIME & PARENTS	21111115630000 612500	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	612900	SALARIES/PARA-PROF.	21111115630000 612900	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	614100	FICA	21111115630000 614100	Active
	580.00		.00	.00	.00	580.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	614200	EMPLOYEE BEN-HEALTH INS	21111115630000 614200	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	614300	WORKMENS COMP	21111115630000 614300	Active
	540.00		.00	.00	.00	540.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	614500	UNEMPLOYMENT INS	21111115630000 614500	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	614600	TRS	21111115630000 614600	Active
	3,940.00		.00	.00	.00	3,940.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	614690	TRS 90 DAY EXPENSES	21111115630000 614690	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	614900	OTHER EMPLOYEE BENEFITS	21111115630000 614900	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	621900	OTHER PROFESSIONAL SERV.	21111115630000 621900	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	624900	CONTRACTED MAINT.& REPAIR	21111115630000 624900	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	626900	EQUIPMENT RENTAL & LEASE	21111115630000 626900	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	629100	CONSULTING SERVICES	21111115630000 629100	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	629900	OTHER CONT SERVICES	21111115630000 629900	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	632900	READING MATL/PERIODICALS	21111115630000 632900	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	639500	FURNITURE AND EQUIPMENT	21111115630000 639500	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	639700	COMPUTER SOFTWARE	21111115630000 639700	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	639800	TECHNOLOGY RELATED EQUIP.	21111115630000 639800	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	639900	GENERAL SUPPLIES	21111115630000 639900	Active
	26,502.00		.00	3,526.30	11,036.99	11,938.81	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	649400	TRAVEL-STUDENT	21111115630000 649400	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	649700	FOOD/SNACKS	21111115630000 649700	Active
	.00		.00	.00	.00	.00	
16	21111115630000	T-I	REG-LONGORIA COMP N/F	649800	FEES AND DUES	21111115630000 649800	Active
	.00		.00	.00	.00	.00	
16	21112115630000	TITLE I	REGULAR LONGORIAL	612200	SALARIES	21112115630000 612200	Active

PENTAMATION ENTERPRISES
 DATE: 12/04/2015
 TIME: 15:56:58

PHARR-SAN JUAN-ALAMO ISD
 Expenditure Ledger Short Listing

PAGE NUMBER: 2
 POSTAP11.4GL

SELECTION CRITERIA: orgn.yr='16' and orgn.key_orgn like '211%' AND expledgr.yr = orgn.yr AND expledgr.key_orgn = orgn.k

YEAR	ACCOUNT NUMBER	BUDGET	PERIOD	EXPENSES	ACCOUNT YTD EXPENSES	BUDGET ENCUMBRANCES	CONTROL	ORGN/ACCOUNT BALANCE	STATUS
16	21112115630000	.00	TITLE I REGULAR	LONGORIAL	612900	.00	21112115630000	612900	Active
16	21112115630000	.00	TITLE I REGULAR	LONGORIAL	614100	.00	21112115630000	614100	Active
16	21112115630000	.00	TITLE I REGULAR	LONGORIAL	614200	.00	21112115630000	614200	Active
16	21112115630000	.00	TITLE I REGULAR	LONGORIAL	614300	.00	21112115630000	614300	Active
16	21112115630000	.00	TITLE I REGULAR	LONGORIAL	614500	.00	21112115630000	614500	Active
16	21112115630000	.00	TITLE I REGULAR	LONGORIAL	614600	.00	21112115630000	614600	Active
16	21113115630000	.00	TITLE 1-LONGORIA		611200	.00	21113115630000	611200	Active
16	21113115630000	.00	TITLE 1-LONGORIA		611800	.00	21113115630000	611800	Active
16	21113115630000	.00	TITLE 1-LONGORIA		614100	.00	21113115630000	614100	Active
16	21113115630000	.00	TITLE 1-LONGORIA		614300	.00	21113115630000	614300	Active
16	21113115630000	.00	TITLE 1-LONGORIA		614600	.00	21113115630000	614600	Active
16	21113115630000	.00	TITLE 1-LONGORIA		621900	.00	21113115630000	621900	Active
16	21113115630000	.00	TITLE 1-LONGORIA		623900	.00	21113115630000	623900	Active
16	21113115630000	.00	TITLE 1-LONGORIA		629100	.00	21113115630000	629100	Active
16	21113115630000	3,375.00	TITLE 1-LONGORIA		639900	.00	21113115630000	639900	Active
16	21113115630000	2,625.00	TITLE 1-LONGORIA		641100	.00	21113115630000	641100	Active
16	21113115630000	.00	LONGORIA ELEMENTARY		611900	.00	21113115630000	611900	Active
16	21113115630000	14,083.00	LONGORIA ELEMENTARY		614100	.00	21113115630000	614100	Active
16	21113115630000	205.00	LONGORIA ELEMENTARY		614200	.00	21113115630000	614200	Active
16	21113115630000	1,707.00	LONGORIA ELEMENTARY		614300	.00	21113115630000	614300	Active
16	21113115630000	291.00	LONGORIA ELEMENTARY		614500	.00	21113115630000	614500	Active
16	21113115630000	45.00	LONGORIA ELEMENTARY		614600	.00	21113115630000	614600	Active
16	21113115630000	1,388.00	TITLE I-REGULAR		641100	.00	21123115630000	641100	Active
16	21123115630000	.00	TITLE I-REGULAR		612900	.00	21161115630000	612900	Active
16	21161115630000	13,863.00	T-I REG-LONGORIA-COMP N/F		614100	.00	21161115630000	614100	Active
16	21161115630000	1,061.00	T-I REG-LONGORIA-COMP N/F		614200	.00	21161115630000	614200	Active
16	21161115630000	3,414.00	T-I REG-LONGORIA-COMP N/F		614300	.00	21161115630000	614300	Active
16	21161115630000	188.00	T-I REG-LONGORIA-COMP N/F		612900	.00	21161115630000	612900	Active

PENTAMATION ENTERPRISES
 DATE: 12/04/2015
 TIME: 15:56:58

PHARR-SAN JUAN-ALAMO ISD
 Expenditure Ledger Short Listing

SELECTION CRITERIA: orgn.yr='16' and orgn.key_orgn like '211%' AND expledgr.yr = orgn.yr AND expledgr.key_orgn = orgn.k

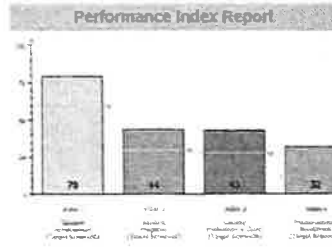
YEAR	ACCOUNT NUMBER	PERIOD	EXPENSES	ACCOUNT	YTD EXPENSES	BUDGET CONTROL	ENCUMBRANCES	ORGN/ACCOUNT	BALANCE	STATUS
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	614500	UNEMPLOYMENT INS			21161115630000	614500	Active
	45.00		.00		.00	.00			45.00	
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	614600	TRS			21161115630000	614600	Active
	1,366.00		.00		192.46	.00			1,173.54	
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	639500	FURNITURE AND EQUIPMENT			21161115630000	639500	Active
	.00		.00		.00	.00			.00	
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	639700	COMPUTER SOFTWARE			21161115630000	639700	Active
	.00		.00		.00	.00			.00	
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	639800	TECHNOLOGY RELATED EQUIP.			21161115630000	639800	Active
	.00		.00		.00	.00			.00	
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	639900	GENERAL SUPPLIES			21161115630000	639900	Active
	250.00		.00		18.26	.00			231.74	
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	641100	TRAVEL- EMPLOYEES			21161115630000	641100	Active
	.00		.00		.00	.00			.00	
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	641700	TRAVEL			21161115630000	641700	Active
	.00		.00		.00	.00			.00	
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	641900	OTHER TRAVEL & SUBSISTENC			21161115630000	641900	Active
	.00		.00		.00	.00			.00	
16	21161115630000	T-I	REG-LONGORIA-COMP N/F	649700	FOOD/SNACKS			21161115630000	649700	Active
	250.00		.00		82.99	.00			167.01	

Raul Longoria Elementary 2015-2016 ACCOUNTABILITY REPORT 2015



TEXAS EDUCATION AGENCY
2015 Accountability Summary
RAUL LONGORIA EL (100909115) - PHARR-SAN JUAN-ALAMO ISD

Accountability Rating	
Met Standard	
Met Standards on:	Did Not Meet Standards on:
<ul style="list-style-type: none"> Student Achievement Student Progress Closing Performance Gaps Postsecondary Readiness 	<ul style="list-style-type: none"> NONE



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	272	346	79
2 - Student Progress	263	600	44
3 - Closing Performance Gaps	260	600	43
4 - Postsecondary Readiness	21.5		
STARS Score	NA		
Graduation Rate Score	NA		
Graduation Plan Score	NA		
Postsecondary Component Score	NA		32

Distinction Designation

★ ★ ★ ★ ★

Academic Achievement in Reading/ELA	DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	561 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	84.0
Percent English Language Learners	45.3
Mobility Rate	16.6

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	12 out of 12 = 100%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
Total	16 out of 16 = 100%

For further information about this report, please visit the Performance Reporting Division website at <http://www.texas.gov/gettyimages.com/2015/08/07/159494.htm>

Raul Longoria Elementary
2015-2016



TEXAS ACADEMIC PERFORMANCE REPORT

2014-15 Texas Academic Performance Report

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

Campus Name: **RAUL LONGORIA EL**

Campus Number: **108909115**

2015 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

This page intentionally left blank.

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 3														
Reading	2015	77%	78%	86%	-	86%	-	-	-	-	-	*	83%	81%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2015	74%	67%	70%	-	70%	*	-	*	-	-	-	70%	77%
Writing	2015	70%	72%	73%	-	73%	*	-	*	-	-	*	71%	81%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2015	87%	87%	88%	-	87%	*	-	-	-	-	*	86%	90%
Science	2015	72%	73%	77%	-	77%	*	-	-	-	-	*	75%	87%
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	66%	79%	-	78%	*	-	*	-	-	62%	77%	83%
Reading	2015	77%	64%	81%	-	81%	*	-	*	-	-	83%	79%	83%
Writing	2015	72%	66%	73%	-	73%	*	-	*	-	-	*	71%	81%
Science	2015	78%	70%	77%	-	77%	*	-	-	-	-	*	75%	87%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	28%	31%	-	32%	*	-	*	-	-	*	29%	35%
Reading	2015	46%	32%	41%	-	41%	*	-	*	-	-	*	40%	48%
Writing	2015	34%	30%	27%	-	26%	-	-	*	-	-	*	26%	*
Science	2015	44%	31%	36%	-	36%	*	-	-	-	-	*	31%	34%
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	9%	17%	-	17%	*	-	*	-	-	*	15%	15%

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance †

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2015	17%	10%	23%	-	23%	*	-	*	-	-	*	20%	20%
Writing	2015	9%	6%	8%	-	7%	*	-	*	-	-	*	7%	*
Science	2015	16%	8%	11%	-	11%	*	-	-	-	-	*	8%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	54%	69%	-	69%	*	-	*	-	-	*	70%	73%
Reading	2015	59%	57%	68%	-	68%	*	-	*	-	-	*	70%	72%
Writing	2015	56%	50%	*	-	*	-	-	-	-	-	-	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	14%	18%	-	18%	*	-	*	-	-	*	19%	17%
Reading	2015	16%	15%	19%	-	19%	*	-	*	-	-	*	20%	19%
Writing	2015	7%	5%	*	-	*	-	-	-	-	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2015	39%	34%	44%	-	43%	*	-	-	-	-	*	43%	58%
	2014	45%	39%	33%	-	33%	-	-	-	-	-	*	31%	39%

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Grade 5 Reading													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2015	75%	74%	75%	-	74%	*	-	-	-	-	*	73%	73%
Students Requiring Accelerated Instruction													
2015	25%	26%	25%	-	26%	*	-	-	-	-	*	27%	27%
STAAR Cumulative Met Standard													
2015	84%	83%	84%	-	84%	*	-	-	-	-	*	83%	85%
STAAR Failers Promoted by Grade Placement Committee													
2014	92%	99%	100%	-	100%	-	-	-	-	-	*	100%	*

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 561
 Grade Span: EE - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	66%	79%	82%	-	-	*	81%	-	-	-	95%	82%	83%
Reading	2015	77%	64%	81%	82%	-	-	*	81%	-	-	-	92%	82%	83%
Writing	2015	72%	66%	73%	77%	-	-	-	77%	-	-	-	100%	77%	81%
Science	2015	78%	70%	77%	86%	-	-	-	86%	-	-	-	*	86%	87%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	28%	31%	35%	-	-	-	35%	-	-	-	*	35%	35%
Reading	2015	46%	32%	41%	49%	-	-	-	49%	-	-	-	*	49%	48%
Writing	2015	34%	30%	27%	*	-	-	-	*	-	-	-	-	*	*
Science	2015	44%	31%	36%	32%	-	-	-	32%	-	-	-	*	32%	34%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	9%	17%	17%	-	-	100%	16%	-	-	-	0%	17%	15%
Reading	2015	17%	10%	23%	24%	-	-	100%	22%	-	-	-	0%	24%	20%
Writing	2015	9%	6%	8%	8%	-	-	-	8%	-	-	-	0%	8%	*
Science	2015	16%	8%	11%	7%	-	-	-	7%	-	-	-	0%	7%	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	54%	69%	74%	-	-	*	73%	-	-	-	*	74%	73%
Reading	2015	59%	57%	68%	73%	-	-	*	72%	-	-	-	*	73%	72%
Writing	2015	56%	50%	*	*	-	-	-	*	-	-	-	-	*	*
		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	14%	18%	17%	-	-	*	15%	-	-	-	*	17%	17%
Reading	2015	16%	15%	19%	19%	-	-	*	17%	-	-	-	*	19%	19%

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance †
 Bilingual Education/English as a Second Language

Total Students: 561
 Grade Span: EE - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
Writing	2015	7%	5%	*	*	-	-	-	*	-	-	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2015	39%	34%	44%	55%	-	-	-	55%	-	-	-	*	55%	58%
	2014	45%	39%	33%	31%	*	-	-	33%	-	-	-	*	31%	39%

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation †

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	-	100%	*	-	*	-	-	100%	100%	100%
Included in Accountability	94%	93%	97%	-	97%	*	-	*	-	-	100%	97%	96%
Not Included in Accountability													
Mobile	4%	4%	3%	-	3%	*	-	*	-	-	0%	3%	3%
Other Exclusions	1%	2%	1%	-	1%	*	-	*	-	-	0%	0%	1%
Not Tested	1%	1%	0%	-	0%	*	-	*	-	-	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	-	*	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	*	-	-	0%	0%	0%

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.7%	97.4%	*	97.3%	*	-	*	-	-	94.7%	97.3%	97.6%
2012-13	95.8%	95.8%	97.5%	-	97.5%	*	-	*	-	-	96.2%	97.5%	98.0%

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

Student Information	Campus		District	State
	Count	Percent		
Total Students:	561	100.0%	32,272	5,215,342
Students by Grade:				
Early Childhood Education	1	0.2%	0.1%	0.2%
Pre-Kindergarten	78	13.9%	9.9%	4.2%
Kindergarten	98	17.5%	7.0%	7.5%
Grade 1	73	13.0%	7.2%	7.9%
Grade 2	84	15.0%	7.4%	7.8%
Grade 3	68	12.1%	7.0%	7.6%
Grade 4	77	13.7%	6.6%	7.5%
Grade 5	82	14.6%	6.9%	7.4%
Grade 6	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	6.9%	7.3%
Grade 8	0	0.0%	6.9%	7.4%
Grade 9	0	0.0%	7.1%	8.0%
Grade 10	0	0.0%	6.7%	7.2%
Grade 11	0	0.0%	6.5%	6.6%
Grade 12	0	0.0%	6.6%	5.9%
Ethnic Distribution:				
African American	1	0.2%	0.1%	12.6%
Hispanic	555	98.9%	99.0%	52.0%
White	4	0.7%	0.6%	28.9%
American Indian	0	0.0%	0.0%	0.4%
Asian	1	0.2%	0.2%	3.9%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.0%	2.0%
Economically Disadvantaged	471	84.0%	88.4%	58.8%
Non-Educationally Disadvantaged	90	16.0%	11.6%	41.2%
English Language Learners (ELL)	254	45.3%	43.4%	18.2%
Students w/ Disciplinary Placements (2013-2014)	0	0.0%	1.1%	1.5%
At-Risk	531	94.7%	78.9%	51.2%
Mobility (2013-2014)	67	16.8%	18.6%	16.9%

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Profile

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.6%	2.0%	0.0%	2.6%	8.6%
Grade 1	1.3%	0.7%	4.3%	0.0%	2.4%	8.1%
Grade 2	0.0%	1.3%	2.9%	0.0%	0.9%	3.9%
Grade 3	0.0%	0.4%	2.2%	0.0%	1.3%	1.6%
Grade 4	0.0%	0.2%	1.2%	0.0%	0.0%	0.9%
Grade 5	0.0%	0.1%	1.3%	0.0%	0.0%	0.9%
Grade 6	-	0.2%	0.7%	-	0.0%	0.8%
Grade 7	-	0.1%	1.0%	-	0.0%	1.1%
Grade 8	-	0.2%	1.0%	-	0.9%	1.4%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.2	18.9	19.2
Grade 1	16.6	19.6	19.3
Grade 2	21.0	19.8	19.3
Grade 3	22.5	20.1	19.1
Grade 4	19.7	19.8	19.1
Grade 5	20.2	21.5	20.8
Grade 6	-	17.8	20.3
Secondary:			
English/Language Arts	-	17.6	17.2
Foreign Languages	-	20.0	18.9
Mathematics	-	16.9	18.1
Science	-	17.9	19.1
Social Studies	-	19.5	19.6

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Profile

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	51.7	100.0%	100.0%	100.0%
Professional Staff:	39.0	75.3%	62.4%	64.5%
Teachers	33.0	63.8%	48.3%	50.8%
Professional Support	4.1	8.0%	10.2%	9.7%
Campus Administration (School Leadership)	1.8	3.6%	2.7%	2.9%
Educational Aides:	12.8	24.7%	9.5%	9.6%
Total Minority Staff:	50.7	98.1%	94.9%	46.3%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	9.9%
Hispanic	32.0	97.0%	93.0%	25.6%
White	1.0	3.0%	5.0%	61.4%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	1.5%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.1%
Males	3.0	9.1%	30.3%	23.4%
Females	30.0	90.9%	69.7%	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	0.9%
Bachelors	29.0	87.9%	82.8%	75.1%
Masters	4.0	12.1%	15.7%	23.4%
Doctorate	0.0	0.0%	0.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.8%	8.5%
1-5 Years Experience	0.0	0.0%	26.0%	26.1%
6-10 Years Experience	13.0	39.4%	28.5%	22.6%
11-20 Years Experience	12.0	36.4%	27.5%	26.9%
Over 20 Years Experience	8.0	24.2%	13.1%	16.0%
Number of Students per Teacher	17.0	n/a	15.8	15.2

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Profile

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	16.0	10.7	11.0
Average Years Experience of Teachers with District:	13.6	8.9	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$43,404	\$44,540
1-5 Years Experience	-	\$45,554	\$46,575
6-10 Years Experience	\$48,292	\$48,429	\$49,127
11-20 Years Experience	\$53,569	\$53,044	\$52,640
Over 20 Years Experience	\$64,526	\$62,386	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$54,146	\$50,541	\$50,715
Professional Support	\$55,247	\$62,048	\$59,791
Campus Administration (School Leadership)	\$71,455	\$77,269	\$74,292
Instructional Staff Percent:	n/a	61.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,090.1

District Name: PHARR-SAN JUAN-ALAMO ISD
 Campus Name: RAUL LONGORIA EL
 Campus Number: 108909115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Profile

Total Students: 561
 Grade Span: EE - 05
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	242	43.1%	45.7%	17.8%
Career & Technical Education	0	0.0%	24.3%	23.2%
Gifted & Talented Education	18	3.2%	8.2%	7.6%
Special Education	30	5.3%	6.0%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	6.3	18.9%	22.1%	5.9%
Career & Technical Education	0.0	0.0%	5.5%	4.3%
Compensatory Education	0.0	0.0%	0.0%	3.1%
Gifted & Talented Education	0.0	0.0%	0.6%	1.9%
Regular Education	24.7	75.0%	63.2%	72.6%
Special Education	2.0	6.1%	6.6%	9.0%
Other	0.0	0.0%	2.1%	3.3%

Link to:
**PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report**

- ‡ Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- Ⓐ Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- ** Indicates that the rates for Reading are based on the cumulative results from the first and second administrations of STAAR.
- ? Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ⌊ Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

Raul Longoria Elementary
2015-2016



FEDERAL SYSTEM SAFEGUARDS

TEXAS EDUCATION AGENCY
2015 Federal System Safeguards - Status Report
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	Y
Mathematics	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	Y
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target Met					n/a	n/a	n/a	n/a			n/a	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	
District: Met Federal Limits on Alternative Assessments												
Reading												
Alternate 1%												
Number Proficient												
Total Federal Cap Limit												
Mathematics												
Alternate 1%												
Number Proficient												
Total Federal Cap Limit												

‡ Results for grade 3-8 mathematics, STAARA and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a indicates data are not applicable to this report.

TEXAS EDUCATION AGENCY
2015 Federal System Safeguards - Performance and Participation Data Table
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	162	-	159	*	-	*	-	-	141	5	74	n/a
Total Tests	211	-	208	*	-	*	-	-	186	17	93	92
% at Phase-in Satisfactory Standard	77%	-	76%	*	-	*	-	-	76%	29%	80%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	157	-	154	*	-	*	-	-	136	*	74	n/a
Total Tests	211	-	208	*	-	*	-	-	186	*	93	92
% at Phase-in Satisfactory Standard	74%	-	74%	*	-	*	-	-	73%	*	80%	n/a
Writing												
# at Phase-in Satisfactory Standard	55	-	53	*	-	*	-	-	50	*	26	n/a
Total Tests	75	-	73	*	-	*	-	-	70	*	32	32
% at Phase-in Satisfactory Standard	73%	-	73%	*	-	*	-	-	71%	*	81%	n/a
Science												
# at Phase-in Satisfactory Standard	55	-	**	*	-	-	-	-	47	*	27	n/a
Total Tests	75	-	**	*	-	-	-	-	66	*	34	33
% at Phase-in Satisfactory Standard	73%	-	**	*	-	-	-	-	71%	*	79%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	220	-	217	*	-	*	-	-	194	17	n/a	97
Total Students	220	-	217	*	-	*	-	-	194	17	n/a	97
Participation Rate	100%	-	100%	*	-	*	-	-	100%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	219	-	216	*	-	*	-	-	193	17	n/a	96
Total Students	219	-	216	*	-	*	-	-	193	17	n/a	96
Participation Rate	100%	-	100%	*	-	*	-	-	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAARA and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a indicates data are not applicable to this report.

TEXAS EDUCATION AGENCY
2015 Federal System Safeguards - Graduation and Federal Limits Data Table
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient		n/a										
Total Federal Cap Limit		n/a										
Mathematics												
Number Proficient		n/a										
Total Federal Cap Limit		n/a										

- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- n/a indicates data are not applicable to this report.

Raul Longoria Elementary PROGRAMS LIST



Programs that Support Student Achievement	Grade Level Served								Special Pop. Served							Funding Sources										
	Pre K 3	Pre-Kinder	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Special Ed.	Recent Immigrant	Bilingual	Migrant	At-Risk	Eco. Disadvantage	GT	PK Grant	SCE	Title I	Title II	Title II	Title III	GT	Special Ed.	Technology	State Bilingual	Local
IEP Inclusion			X	X	X	X	X	X	X	X	X	X	X	X									X			
Extended Day Instruction						X	X	X	X	X	X	X	X	X	X											
Accelerated Reading Instruction				X	X	X	X	X	X	X	X	X	X	X	X		X	X								X
Tutorial			X	X	X	X	X	X		X	X	X	X	X			X	X								
Paraprofessionals to reinforce inst.	X	X	X	X	X				X	X	X	X	X	X		X	X	X								
Computer Assisted Instruction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X							X		X
Parental Involvement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X								
Ready Set Teach		X	X	X	X	X			X	X	X	X	X	X	X		X									
Technology in class	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X						X		X
Music Teacher		X	X	X	X	X	X	X	X	X	X	X	X	X	X											X
Science Lab						X	X	X	X	X	X	X	X	X	X		X									
Special Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X			
Choir		X	X	X	X	X	X	X	X	X	X	X	X	X	X											X
Chess Club					X	X	X	X	X	X	X	X	X	X	X							X				
Drum Line Club						X	X	X	X	X	X	X	X	X	X											X
Guitar Club						X	X	X	X	X	X	X	X	X	X											X
Destination Imagination			X	X	X	X	X	X							X							X				
Recycling Club		X	X	X	X	X	X	X	X	X	X	X	X	X	X											
National Honor Society							X	X	X	X	X	X	X	X	X											
Cheerleaders		X	X	X	X	X	X	X	X	X	X	X	X	X	X											
Robotics						X	X	X	X	X		X	X	X	X							X				

Raul Longoria Elementary
2015-2016



AT-RISK LIST

At Risk Criteria Verification Report

Campus: 115 Longoria Elementary

Grade Level: 01

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Aguilar, Alexandra	104403	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									Y					
Aguilar, Inaki Aram	65761	141 - Garza, Alisa		Gomez, Martha (2090)	Y											Y		Y	Y
Alonso, Evelyn Sarahi	68338	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Alonso, Giovanni	58221	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Alvarado, Paola Estefania	98146	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Alvarez-Yanez, Yennsyn Jaziel	84510	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Arredondo Mares, Scarlett Michelle	103858	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									Y				Y	Y
Benitez, Alexander Jared	101259	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									Y				Y	Y
Cano, Jaelynn Bee	57934	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	Y
Cardenas Medina, Kimberly Michelle	79904	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Cardenas, Alexis Leyana	57699	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Cardoza, Angela Jazmin	57605	140 - Ochoa,		Gomez, Martha	Y									A					Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Diana		(2090)										A					
Carlos, Ashley Leean	55173	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Castillo, Enrique	57924	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	Y
Castro, Audrey Mia	68315	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Celedon, Isabella Chloe	57916	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Cerda, Mia Aurora	57872	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									Y				Y	Y
Cervantes, Maria Fernanda	61041	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Chavez, Arturo Samuel	57836	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Contreras Padilla, Anely	103839	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									Y					
Contreras, Delilah Ivett	42973	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y									A		Y		Y	
Corpus Salazar, Eli Abimael	57709	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Cortez, Rayden Joseph	61300	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Cruz JR, Jonathan	58369	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y									A				Y	
Dominguez, Abraham Jared	79906	140 - Ochoa,		Gomez, Martha	Y									A					Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS -- Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Diana		(2090)															
Duran, Karina	43794	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Duran, Noah Alexander	58429	141 - Garza, Alisa		Gomez, Martha (2090)	Y											Y		Y	Y
Echavarria, Ashlinn Silver	54893	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Flores, Aislynn Nicol	42857	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Flores, Brianna Galilea	54746	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Garcia, Ava Nicole	55356	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Garcia, Oswaldo	57670	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Garcia, Tristan Gabriel	55184	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Garcia-Reyna, Ioav Antonio	55116	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Garren, Ruby Madelyn	54587	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Garza, Gerardo David	55094	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Garza, Jayden R	65375	141 - Garza, Alisa		Gomez, Martha (2090)	Y														Y
Garza, Jeremiah Roy	58477	141 - Garza,		Gomez, Martha	Y													Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Alisa		(2090)															
Garza, Kaylie Cristina	69260	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Garza, Lauren Amber	58296	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Garza, Leopoldo Adrian	58582	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Govea, Mcayla Diane	65460	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Guerra, Diego Rey	55435	151 - Serna, Edelfida		Gomez, Martha (2090)	Y									A				Y	Y
Guerrero, Jaiden Josiah	58060	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Guevara, Jaden Richie	57464	141 - Garza, Alisa		Gomez, Martha (2090)	Y														Y
Hernandez IV, Jose	57837	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Hernandez, Brandon	67057	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Hernandez, Luis Alberto	58546	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Hinojosa, Isaac	55523	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Jeronimo Castillo, Issac Gabriel	43691	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Lazo, Francisco Javier	54983	152 - De La Cruz,		Gomez, Martha	Y									A				Y	Y

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Lorena		(2090)															
Lopez, Guadalupe D C	65448	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Lopez, Patience Marie	65354	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Lopez, Rosa Maria	41336	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y		Y							A		Y		Y	Y
Losoya, Ezequiel Rolan	58487	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Luevano, Jesus Ramon	99700	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									Y					Y
Maheda JR, Carlos H	55108	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Manzo, Jasmine	65223	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Martinez, Allison Christine	54594	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Martinez, Angel Lee	61237	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Martinez, Jose Enrique	65716	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y													Y	Y
Medrano, Riley Emmanuel	82975	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Melecio, Elisa Anett	58714	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A		Y		Y	Y
Mendez, Jonas D	58986	151 - Serna,		Gomez, Martha	Y														Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed in AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Edelfida		(2090)															
Mendoza, Alexander Ivan	104421	151 - Serna, Edelfida		Gomez, Martha (2090)	N														
Mireles Salazar, Adamary	54759	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A				Y	Y
Moreno, Alejandra Guadalupe	58110	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A				Y	Y
Ordaz, Aleczander Daniel	102954	151 - Serna, Edelfida		Gomez, Martha (2090)	Y														Y
Oscoy, Karleen Karime	42923	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Padilla, Julissa Antonete	58251	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Pantoja, Dalilah Ayleen	58250	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	
Perales, Aylin Guadalupe	43909	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Peralez, Ray Gunner	55218	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	Y
Perez, Harmony Joy	55095	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Perez, Luis Angel	70437	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A					
Quintanilla, Emilio	42914	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Reyes McKinley, Christian	58291	142 - Villarreal,		Gomez, Martha	Y													Y	

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Joaquin		Jessica		(2090)															
Reyes, Angelo Jeremy	65155	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Reyna, Keyla	54977	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Rivera, Nicolas Iran	55237	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	
Rodriguez, Andrew	57987	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Rodriguez, Tais	55594	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Rosalez, Jon Lewis	58321	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Salinas, Flor Esthela	104124	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									Y				Y	Y
Salinas, Sophia Madyson	55563	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Sanchez, Ahtziri Anette	54704	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Sepulveda, Aaron Ray	58497	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Soto, Jose Antonio	70605	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A					Y
Tobar, Cynthia Mariana	55021	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Tovar, Donell Eduardo	55606	140 - Ochoa,		Gomez, Martha	Y									A					Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Diana		(2090)															
Trevino, Briana Jaileen	58380	151 - Serna, Edelfida		Gomez, Martha (2090)	Y									A				Y	Y
Urbina, Jose Kevin	57564	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A				Y	Y
Uribe, Eduardo	57565	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
Vasquez JR, Juan Luis	55494	140 - Ochoa, Diana		Gomez, Martha (2090)	Y									A				Y	
Vega III, Juan	58366	151 - Serna, Edelfida		Gomez, Martha (2090)	Y													Y	Y
Villarreal, Donny Jay	58515	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y														Y
Villarreal, Liam	80290	142 - Villarreal, Jessica		Gomez, Martha (2090)	Y													Y	
Villegas, Roy Baldemar	43349	141 - Garza, Alisa		Gomez, Martha (2090)	Y													Y	Y
Vite Garcia, Adriana Stefania	52140	152 - De La Cruz, Lorena		Gomez, Martha (2090)	Y									A				Y	Y
01	99																		
Longoria Elementary	99																		
115	99																		

At Risk Criteria Verification Report

Campus: 115 Longoria Elementary

Grade Level: 02

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Alanis Araujo, Kaleb Alejandro	100057	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									Y					Y
Alvarez Corona JR, Fidel	40775	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Bautista, Devin Matthew	58247	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Benavidez IV, Gabriel	58379	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Bocanegra, Anthony Jesus	40544	143 - Martinez, Blanca		Gomez, Martha (2090)	Y													Y	Y
Calzada, Guillermo Lamadrid	99239	149 - Pena, Noemi		Gomez, Martha (2090)	Y									Y					Y
Cantu Garcia, Ever	70415	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Cantu, Draven Lee	40289	143 - Martinez, Blanca		Gomez, Martha (2090)	Y													Y	Y
Cantu, Leonardo	100649	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									Y				Y	Y
Cardenas- Medina, Reyna Elizabeth	79905	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Cardona, Destinee Jo	43750	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Casas, Zara Kaylynn	41960	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A					Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Cavazos, Jaden Lynette	42719	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A					Y
Chapa, Yareli Denise	41547	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Chavez, Briseyda	41768	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Coronado, Giovanni Fantino	41965	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Davila, Luis Armando	66943	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A				Y	Y
De Leon, John Ray	43203	143 - Martinez, Blanca		Gomez, Martha (2090)	Y													Y	Y
Diaz JR, Edgar Guadalupe	42399	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Escamilla, Daphne	38459	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A				Y	Y
Esparza JR, Edgar	41570	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Esparza, Cesar Alberto	101066	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									Y				Y	Y
Estrada, Madison Megan	41131	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Flores, Aaron Jacob	42307	143 - Martinez, Blanca		Gomez, Martha (2090)	Y													Y	Y
Garcia Vazquez, Santiago	73697	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A				Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Garza, Leeroy	40763	143 - Martinez, Blanca		Gomez, Martha (2090)	Y											y		Y	Y
Garza, Miranda Ester	40545	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A				Y	Y
Garza, Viriviana	102228	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Godina Hernandez, Giovani	52225	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A				Y	Y
Guerrero, Bryan Andrew	40114	143 - Martinez, Blanca		Gomez, Martha (2090)	N														
Gutierrez Varela, Daniel	57418	149 - Pena, Noemi		Gomez, Martha (2090)	Y									Y				Y	Y
Guzman, Destiny Hope	40804	143 - Martinez, Blanca		Gomez, Martha (2090)	Y													Y	Y
Hernandez, Mariah Marie	40451	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Herrera, Noah Sebastian	40719	143 - Martinez, Blanca		Gomez, Martha (2090)	N														
Ibarra, Ernesto Joel	40376	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Jimenez, Angel Martin	103231	149 - Pena, Noemi		Gomez, Martha (2090)	Y									Y				Y	Y
Juarez, Cassandra Leigh	40377	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Lobato, Danika Jannine	40583	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03- Reading	PK-03 Math
Lopez, Julissa Rae	41578	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Martinez Hernandez, Estrella	52152	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Martinez, Alexa Hermione	54462	148 - Garza, Irma		Gomez, Martha (2090)	Y									A					Y
Martinez, Allan Alexander	58322	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A		A		Y	Y
Mendez, Kimberly Yesenia	35739	149 - Pena, Noemi		Gomez, Martha (2090)	Y		A							A				Y	Y
Mireles, Oscar Javier	38758	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A				Y	Y
Molina, Austin Mario	41061	148 - Garza, Irma		Gomez, Martha (2090)	N														
Montemayor, Ethan Alexander	102234	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									y					Y
Moreno Garcia, Daniela Daiana	41720	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Moreno, Dylan Raeigh	41978	143 - Martinez, Blanca		Gomez, Martha (2090)	Y									A				Y	y
Munoz IV, Leonardo	65632	148 - Garza, Irma		Gomez, Martha (2090)	Y													Y	Y
Nunez, Javier Nicolas	40240	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Olivar, Nathanael Adonai	42647	148 - Garza, Irma		Gomez, Martha (2090)	Y											y			Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Ontiveros, Angeltadeo Irvin	52243	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Ornelas, Mario Eteban	40807	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Ortega JR, Erik	79900	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A				Y	Y
Ortega, Emily Rhian	42098	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Ortiz JR, Mario Arturo	40645	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A					Y
Palacios, Vanessa Lynnell	40459	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Pena, Miguel Javier	73651	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					
Reyes, Yaritza	43834	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Rios Blanco, Ivanna Valentina	101243	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									Y				Y	Y
Rodriguez, Emily Nicole	42100	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A					Y
Rowland, Roxy Mae	40378	148 - Garza, Irma		Gomez, Martha (2090)	Y													Y	Y
Salas Bezecny, Nicholas Tylor	43607	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Sanchez, Emmanuel Modesto	41932	143 - Martinez, Blanca		Gomez, Martha (2090)	Y													Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Sanchez, Karina	41044	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A				Y	Y
Sauceda, Jennifer Nicole	40143	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A				Y	Y
Segura, Samuel	41130	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Sierra, Abel Jaden	38873	148 - Garza, Irma		Gomez, Martha (2090)	Y													Y	Y
Tobar, Escarlette Nineth	52395	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A					Y
Tovar, Mario	40444	143 - Martinez, Blanca		Gomez, Martha (2090)	Y													Y	Y
Trevino, Briana Beatriz	40989	143 - Martinez, Blanca		Gomez, Martha (2090)	Y														Y
Varela-Tapia, Victoria Daniela	57415	149 - Pena, Noemi		Gomez, Martha (2090)	Y									A					Y
Vargas, Kalani Lynn	38479	148 - Garza, Irma		Gomez, Martha (2090)	Y													Y	Y
Vazquez, Erika Liliana	43272	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A					Y
Zamora, Nicolas Adrian	57988	148 - Garza, Irma		Gomez, Martha (2090)	Y														Y
Zavala Salazar, Alex Israel	79907	150 - Tovar, Gloria		Gomez, Martha (2090)	Y									A					
02	76																		
Longoria Elementary	76																		

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
115		76																	

At Risk Criteria Verification Report

Campus: 115 Longoria Elementary

Grade Level: 03

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Acosta-Estrada, Lidia	102270	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y														Y
Alcocer-Lopez, Emiliano	58246	112 - Garcia, Susana		Gomez, Martha (2090)	Y								A					Y	Y
Alvarado, Darek Daniel	34708	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Alvarado, Jonathan Emmanuel	52302	112 - Garcia, Susana		Gomez, Martha (2090)	Y								A					Y	Y
Alvarado, Josselin	29069	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y								A					Y	Y
Alvarado, Julio Jesus	36746	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Alvarado, Yaneth Alejandra	38121	112 - Garcia, Susana		Gomez, Martha (2090)	Y								A						Y
Ayala, Anthony James	35783	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Blanco, Yuridiana	96970	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y		A												Y
Bocanegra, Ashley Leann	40549	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Castro, Ariana Natalie	38182	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Castro,	71693	111 - Cruz,		Gomez,	Y													Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Sereyda Analiese		Stephanie		Martha (2090)															
Cavazos, Angelica Maxyne	35782	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Coronado, Genesis	39708	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
De La Rosa, Juan Manuel	36572	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y													Y	y
Diaz, Enrique	38222	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A				A	Y
Duran, Debanhi Sarai	35755	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Enriquez, Ethan James	35927	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Esparza, Luis Antonio	35708	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y									A					Y
Fuentes Salazar, Anapaola	39829	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A					Y
Garcia Cosio, Omar	39507	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A					Y
Garcia Piza, Catherine Moncerrath	36709	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Garcia, Galilea	43616	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Garcia, Julian Andres	36668	111 - Cruz, Stephanie		Gomez, Martha	Y													Y	

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
				(2090)															
Garcia, Yesenia Isabel	35733	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Garren, Edward Donovan	35519	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Garza, Hailey-Bea Virginia	35649	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y														y
Garza, Janelle Lynn	35490	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Garza, Jose Porfirio	71948	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A				Y	y
Garza, Rodrigo	35751	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A				Y	Y
Garza, Rogelio Sebastian	35442	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Garza, Valerie Nicole	35704	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Gonzalez, Ariel Marie	35677	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Gracia, Jaziel	39297	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Gracia, Valentin	39895	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Guerra, Charles Bryan	35774	109 - Flores, Charles		Gomez, Martha (2090)	Y														Y

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		-5th																	
Guzman, Jaylynn Faith	35682	109 - Flores, Charles		Gomez, Martha (2090)	Y														Y
Harris, Aliyah Cordai Irene	39609	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Hernandez JR, Homar	35694	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Hernandez Longoria, Marian	102845	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									Y					
Hernandez Lopez, Brandon Joshua	42169	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A					Y
Hernandez, Jacob Issaiah	35740	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y													Y	Y
Hernandez, Mia Brianna	36672	109 - Flores, Charles		Gomez, Martha (2090)	Y														Y
Jaico, Jocelyn Brigitte	36485	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A				Y	Y
Lazo, Yahir Alfonso	35699	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Lobato, Astrid	35778	109 - Flores, Charles		Gomez, Martha (2090)	Y														Y
Lopez, Gabriel Bubba	82641	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Lopez, Jocelyn	38042	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Lozano, Alejandro	42853	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A				Y	Y
Maldonado, Johana Itzel	34680	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Martinez, Alexa Marie	35696	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Martinez, Audrey Danielle	35102	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Martinez, Jocelyn	38909	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Martinez, Jose Rodrigo	36569	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Martinez, Madeline Ryann	30308	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y		Y											Y	Y
Mayfield, Leah	36747	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y													Y	Y
Medina, Kadence Claire	35619	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Medrano, Andres Tomas	101314	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Mendoza, Miah Zoky	35692	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y													Y	Y
Meza-Corona, Bryan	36626	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Munoz, Sydney	36743	109 -		Gomez,	Y														Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Flores, Charles -5th		Martha (2090)															
Nuiry Yanes, Christopher	65663	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A				Y	Y
Ortega III, Luis Antonio	42099	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Perez, Jazmine Iliana	35423	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A					Y
Quintanilla, Ava Elize	35893	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Reyna, Roberto	36596	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Rios, Luis Alberto	35076	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A				Y	Y
Rodriguez, Nadia Angelica	35781	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y														Y
Salazar Rodriguez, Fernando	35700	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A					Y
Sanchez, Alexa Ailed	35791	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Sanchez, Myranda Abigail	38039	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
Serna, Bonnie Lee	39026	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y													Y	Y
Simoes Castillo,	35484	110 -		Gomez,	Y														Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Rebeca		Garcia, Sylvia		Martha (2090)															
Tellez, Valentina Gisell	35709	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A					Y
Torres JR, Josue	29444	109 - Flores, Charles -5th		Gomez, Martha (2090)	Y														Y
Tovar, Jesus Anival	35710	110 - Garcia, Sylvia		Gomez, Martha (2090)	Y									A					Y
Valdez, Valerie Nicole	35780	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A				Y	Y
Valenzuela, Julian Alejandro	87468	112 - Garcia, Susana		Gomez, Martha (2090)	Y									A				Y	Y
Vasquez, Faith Illeenee	35687	111 - Cruz, Stephanie		Gomez, Martha (2090)	Y														Y
03	79																		
Longoria Elementary	79																		
115	79																		

At Risk Criteria Verification Report

Campus: 115 Longoria Elementary

Grade Level: 04

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Aguilar-Garza, Luis Lauro	104404	48 - Pena, Sara		Gomez, Martha (2090)	Y									Y					
Alcocer-Lopez, Ghyslaine Aleyecsia	58292	50 - Segura, Anabely		Gomez, Martha (2090)	Y									A					
Alonso JR, Cristian Enrique	37460	48 - Pena, Sara		Gomez, Martha (2090)	Y									A					
Amaro, Bianca Elyssa	102046	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	N														
Ayala, Auric Elex	26236	51 - Gonzalez, Velma		Gomez, Martha (2090)	N														
Benitez JR, Juan Martin	101267	50 - Segura, Anabely		Gomez, Martha (2090)	Y			Y						Y					
Carrillo, Trey Alfred	28092	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y			A											
Castro, Angel Myles	26622	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y			A											
Cavazos, Albert	78181	51 - Gonzalez, Velma		Gomez, Martha (2090)	N														
Cavazos, Julianna	27526	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y											Y			
Chavez, Ilse Annette	78194	48 - Pena, Sara		Gomez, Martha (2090)	Y			Y						A					
Cruz, Ariana	78188	50 - Segura, Anabely		Gomez, Martha (2090)	Y									A		Y			

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Cruz, Hope	27169	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	N														
Davila, Alejandro	29226	48 - Pena, Sara		Gomez, Martha (2090)	Y									A					
De La Rosa, Francisco Eliud	26691	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y			Y											
Duenez, Allyzia Faith	89006	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y			A						A		Y			
Garcia, Jose Manuel	84374	50 - Segura, Anabely		Gomez, Martha (2090)	Y			A								y			
Garcia, Rolando Isaias	27864	50 - Segura, Anabely		Gomez, Martha (2090)	Y			y						Y					
Garza Sandoval, Juan Diego	55377	48 - Pena, Sara		Gomez, Martha (2090)	Y			A						A					
Garza, Angelina Eve	29110	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y			A											
Garza, Monserath	102805	50 - Segura, Anabely		Gomez, Martha (2090)	Y			y						Y					
Gonzalez, Idaly	78174	48 - Pena, Sara		Gomez, Martha (2090)	Y			A						A					
Gracia, Alonso	39896	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y			A						A					
Guerrero, Brandon Daniel	78163	51 - Gonzalez, Velma		Gomez, Martha (2090)	N														
Guerrero, Leslie Nicole	29615	50 - Segura, Anabely		Gomez, Martha (2090)	Y			Y						A					

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Gutierrez, Angela Nicole	69076	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y									A					
Hernandez JR, Diego Salvador	76387	50 - Segura, Anabely		Gomez, Martha (2090)	Y									A					
Hernandez Longoria, Maria Fernanda	102844	50 - Segura, Anabely		Gomez, Martha (2090)	Y			y						Y					
Hernandez, Hailey Faith	78166	51 - Gonzalez, Velma		Gomez, Martha (2090)	N														
Hernandez, Yareli	79899	50 - Segura, Anabely		Gomez, Martha (2090)	Y									Y					
Ibarra, Alyssa Danielle	34895	51 - Gonzalez, Velma		Gomez, Martha (2090)	N														
Juarez, Brandon Antonio	97166	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y			A											
Ligas, Jose De Jesus	27523	48 - Pena, Sara		Gomez, Martha (2090)	Y			A						A					
Lobato, Meagan Nevaeh	26764	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y											Y			
Lopez, Angelisa Marie	26549	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	N														
Lopez, Gavin Alec	26625	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y			Y											
Lopez, Isabel	29702	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y			y											
Lopez, Jeremiah	68120	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	N														

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Lopez, Luciano James	26465	48 - Pena, Sara		Gomez, Martha (2090)	N														
Lopez, Saramiah	68121	51 - Gonzalez, Velma		Gomez, Martha (2090)	N														
Lucio, Karina Renee	26759	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y			A											
Martinez Reyes, Evelyn Shirley	58324	48 - Pena, Sara		Gomez, Martha (2090)	Y									A		A			
Martinez, Edgar Ivan	96720	50 - Segura, Anabely		Gomez, Martha (2090)	Y										A			y	y
Martinez, Ivan Fernando	78180	48 - Pena, Sara		Gomez, Martha (2090)	Y									A					
Martinez, John Eliud	54464	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y			A						A					
Martinez, Matthew Allen	101135	50 - Segura, Anabely		Gomez, Martha (2090)	Y			Y						Y					
Mayfield, Leanna	26636	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y			A											
Medrano, Ryan Ethan	82977	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	N														
Mendoza JR, Miguel	26827	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y												Y		
Montemayor III, Benito	102300	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	N														
Moreno-Perez, Sofia	66906	48 - Pena, Sara		Gomez, Martha (2090)	Y									A		Y			

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Morquecho, Leo	51423	48 - Pena, Sara		Gomez, Martha (2090)	Y			Y						A					
Orocio, Julissa	89038	48 - Pena, Sara		Gomez, Martha (2090)	Y			A						A					
Pacheco, Daniela Nicole	69218	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y			Y											
Palacios, Leroy	78175	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	N														
Pena, Emmanuel Anacleto	78192	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y									A					
Perez, James Adam	26698	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y			Y											
Pompa, Cristobal Aiden	26725	51 - Gonzalez, Velma		Gomez, Martha (2090)	N														
Porras, Israel Ezequiel	97027	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y											Y			
Quintero, Diasha Amin	78127	51 - Gonzalez, Velma		Gomez, Martha (2090)	Y		A	Y						A		Y			
Reyes, Naomi Goretti	26788	50 - Segura, Anabely		Gomez, Martha (2090)	Y			A						A		Y			
Rico, Oswaldo Xaret	69206	50 - Segura, Anabely		Gomez, Martha (2090)	Y			Y						A					
Rios, Emiliano Sebastian	78178	48 - Pena, Sara		Gomez, Martha (2090)	Y									A					
Rodriguez, Mirna Nathalie	26723	50 - Segura, Anabely		Gomez, Martha (2090)	Y			Y						A					

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed in AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Sanchez, Jousy Lorena	28066	50 - Segura, Anabely		Gomez, Martha (2090)	Y			A						A					
Sandoval Rodriguez, Alondra	36459	48 - Pena, Sara		Gomez, Martha (2090)	Y									A					
Serna, Katline Sadine	39028	50 - Segura, Anabely		Gomez, Martha (2090)	Y			A											
Solis JR, Ezequiel	78171	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	N														
Vasquez, Jasmin	101118	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	Y			Y											
Vazquez, Christian Alberto	27614	48 - Pena, Sara		Gomez, Martha (2090)	Y			A						A		Y			
Vecchio, Joe Derek	26980	51 - Gonzalez, Velma		Gomez, Martha (2090)	N														
Villegas III, Jose Carlos	69199	183 - Aguilera, Elisa -4th		Gomez, Martha (2090)	N														
04	72																		
Longoria Elementary	72																		
115	72																		

At Risk Criteria Verification Report

Campus: 115 Longoria Elementary

Grade Level: 05

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Adame, Rebecca Paige	85983	42 - Garcia, Martin		Gomez, Martha (2090)	Y			Y											
Almanza, Adrik	77825	43 - Herrera, Noelia		Gomez, Martha (2090)	Y		Y	A											
Alvarado, Esmeralda	79810	45 - Castillo, Jessica		Gomez, Martha (2090)	Y			A						A					
Alvarez, Kitzia Itzel	78042	44 - White, Nelly		Gomez, Martha (2090)	Y			A						A					
Alvarez-Rojas, Anthony	73605	43 - Herrera, Noelia		Gomez, Martha (2090)	N														
Aznar, Anne Patricia	78015	45 - Castillo, Jessica		Gomez, Martha (2090)	N														
Beltran, Gianni	67906	43 - Herrera, Noelia		Gomez, Martha (2090)	N														
Campos- Gonzalez, Andhree De Jesus	51519	44 - White, Nelly		Gomez, Martha (2090)	Y			A						A					
Cano IV, Robert	93880	42 - Garcia, Martin		Gomez, Martha (2090)	N														
Cantu, Brandon Lee	76098	45 - Castillo, Jessica		Gomez, Martha (2090)	N														
Cantu, Emily Cecile	87132	42 - Garcia, Martin		Gomez, Martha (2090)	Y			A											
Cavazos, Carlos Eduardo	85992	45 - Castillo,		Gomez, Martha	Y											Y			

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Jessica		(2090)															
Chapa, Katelyn Alexis	78016	42 - Garcia, Martin		Gomez, Martha (2090)	Y			A											
Chavez, Julian	78017	44 - White, Nelly		Gomez, Martha (2090)	Y			Y						A					
Coronado, Angel Rafael	78018	45 - Castillo, Jessica		Gomez, Martha (2090)	Y									A					
De La Pena, Jasmin	78019	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A											
De La Rosa, Angelina	78048	42 - Garcia, Martin		Gomez, Martha (2090)	N														
De La Rosa, Kathleen	78064	45 - Castillo, Jessica		Gomez, Martha (2090)	N														
Duenez, Zachary Elijah	78020	42 - Garcia, Martin		Gomez, Martha (2090)	Y			Y								Y			
Flores, Kenneth Yhair	78022	43 - Herrera, Noelia		Gomez, Martha (2090)	N														
Flores-Nava, Francisco Ariel	78115	45 - Castillo, Jessica		Gomez, Martha (2090)	Y									A					
Galzerano, Jordyn Alyssa	79782	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			Y											
Garcia Piza, Frida De Jesus	36711	44 - White, Nelly		Gomez, Martha (2090)	Y			Y						A					
Garcia, Yaneira Yamilet	78023	45 - Castillo, Jessica		Gomez, Martha (2090)	Y			A						A					
Garren, Sophia Kathryn	64181	43 - Herrera,		Gomez, Martha	Y			A											

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed in AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Noelia		(2090)															
Garza, Alexa Renae	91871	43 - Herrera, Noelia		Gomez, Martha (2090)	N														
Garza, Christian Abel	78024	42 - Garcia, Martin		Gomez, Martha (2090)	N														
Garza, Ethan Tyler	78054	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A											
Garza, Fabian Eli	79812	42 - Garcia, Martin		Gomez, Martha (2090)	Y			A											
Garza, Hailey Denyce	91870	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A											
Garza, Italia Guadalupe	71935	45 - Castillo, Jessica		Gomez, Martha (2090)	Y									A					
Garza, Keon Ryan	81461	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			Y											
Gomez, Kevin Nathan	79699	45 - Castillo, Jessica		Gomez, Martha (2090)	Y			A							A				
Gonzalez, Brandon Ray	78070	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			y											
Gonzalez, Elaine	77999	45 - Castillo, Jessica		Gomez, Martha (2090)	N														
Gonzalez, Jose Antonio	78025	44 - White, Nelly		Gomez, Martha (2090)	Y			A							A				
Gonzalez, Trinity Edith Elisa	78045	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A											
Govea JR, Joshua Rey	28005	42 - Garcia,		Gomez, Martha	Y			y											

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Martin		(2090)															
Gutierrez JR, Jose Alfredo	69066	44 - White, Nelly		Gomez, Martha (2090)	Y			A						A					
Hernandez, Diego Saul	78014	45 - Castillo, Jessica		Gomez, Martha (2090)	Y									A					
Hernandez-Gonzalez, Lizeth Carolina	78006	45 - Castillo, Jessica		Gomez, Martha (2090)	Y									A					
Ibarra, Erik	68039	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A											
Juarez Reyes, Bryan	39262	44 - White, Nelly		Gomez, Martha (2090)	Y									A					
Ledezma JR, Omar	81412	42 - Garcia, Martin		Gomez, Martha (2090)	Y			A											
Lopez, Emily	34792	44 - White, Nelly		Gomez, Martha (2090)	Y			A						A					
Lopez, Jasmin Odeth	78066	45 - Castillo, Jessica		Gomez, Martha (2090)	N														
Lopez, Julian	68180	45 - Castillo, Jessica		Gomez, Martha (2090)	N														
Lopez, Nataly	34800	44 - White, Nelly		Gomez, Martha (2090)	Y			A						A					
Lucio, Emma Jolie	73594	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A								Y			
Martinez JR, Michael Roy	39668	42 - Garcia, Martin		Gomez, Martha (2090)	Y		Y	A											
Martinez, Catherine	68633	45 - Castillo,		Gomez, Martha	Y			y						Y					

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Elizabeth		Jessica		(2090)															
Martinez, Destiny Renee	69106	43 - Herrera, Noelia		Gomez, Martha (2090)	N														
Martinez- Hernandez, Mariana	52153	44 - White, Nelly		Gomez, Martha (2090)	Y									A					
Medina, Kaylah Jade	78051	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			Y											
Medrano, Julius Edward	101316	42 - Garcia, Martin		Gomez, Martha (2090)	Y			Y											
Mendiola, Yatziri Ismerai	77654	42 - Garcia, Martin		Gomez, Martha (2090)	Y		A	A											
Mendoza Baltazar, Ulises	38939	45 - Castillo, Jessica		Gomez, Martha (2090)	Y									A					
Mendoza, Marcos Job	78030	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A											
Meza, Victoria Zinnia	78053	43 - Herrera, Noelia		Gomez, Martha (2090)	N														
Molina, Leonel	54336	44 - White, Nelly		Gomez, Martha (2090)	Y			A						A					
Ontiveros, Diego	78031	42 - Garcia, Martin		Gomez, Martha (2090)	Y			A											
Ordaz, Donna Marie	102953	42 - Garcia, Martin		Gomez, Martha (2090)	N														
Orta, Lorenzo	72857	45 - Castillo, Jessica		Gomez, Martha (2090)	Y									A					
Palomin, Andrea Alexis	39988	42 - Garcia,		Gomez, Martha	Y			A											

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Martin		(2090)															
Reyes, Jose Manuel	98780	45 - Castillo, Jessica		Gomez, Martha (2090)	Y			A						A					
Robledo, Jolyssa	78095	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A											
Rodriguez, Leonardo G	78047	45 - Castillo, Jessica		Gomez, Martha (2090)	N														
Salinas, Izabella Morgan	78035	45 - Castillo, Jessica		Gomez, Martha (2090)	N														
Sauceda, Cindy Dalay	26616	44 - White, Nelly		Gomez, Martha (2090)	Y			y						Y					
Tovar, Isaiah	78043	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A											
Valenzuela, Noelia Yanil	96714	44 - White, Nelly		Gomez, Martha (2090)	Y			A						A					
Varela Tapia, Jesus Javier	28824	42 - Garcia, Martin		Gomez, Martha (2090)	Y									A		Y			
Vega, Cassandra Leanne	78008	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			y											
Vega, Kayse Ellaïne	78076	42 - Garcia, Martin		Gomez, Martha (2090)	Y			A											
Vigil, Janessa Vianney	78063	43 - Herrera, Noelia		Gomez, Martha (2090)	Y			A											
Villarreal, Gabrielle Reece	78038	42 - Garcia, Martin		Gomez, Martha (2090)	Y			y											
Walker II, Darryl Geoffry	103045	42 - Garcia,		Gomez, Martha	Y			Y											

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
		Martin		(2090)															
05	77																		
Longoria Elementary	77																		
115	77																		

At Risk Criteria Verification Report

Campus: 115 Longoria Elementary

Grade Level: EE

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Salinas, Edwin Eden	102114	1 - Therapy, Staff, Speech		Gomez, Martha (2090)	N														
EE	1																		
Longoria Elementary	1																		
115	1																		

At Risk Criteria Verification Report

Campus: 115 Longoria Elementary

Grade Level: KG

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Alanis Araujo, Karyme Valeria	100058	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									Y					Y
Alcocer Lopez, Alexander	73968	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					Y
Alonso, Edgar	82637	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Barajas, Hailey Nevaeh	74275	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	Y
Buenrostro, Shalanie Rae	78639	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Campos, Andherson Jasiel	76433	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	
Cantu, Dominique Eva	76278	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	
Casas, Debhany	65261	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					Y
Castillo, Gabriela Lizbeth	71651	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	Y
Elizondo, Mia Lynn	87501	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Esparza, Elias	79913	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Esparza, Heriberto Jayden	101069	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									Y					

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2-or- more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Figueroa, Sophia Elena	102809	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	Y
Garcia Piza, Irving Francisco	76709	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					
Garcia, Allison Rose	98455	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					Y
Garcia, Makayla Janelle	73775	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	Y
Garcia, Sergio Emmanuel	76713	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Garza, Blake Matthew	78231	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	
Garza, Daniela	76852	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Garza, Edwin	76701	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Garza, Lizzeth Dolores	77031	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					
Gutierrez, Cheza Coco	87287	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Gutierrez, Matthew Tadeo	54166	173 - Moreno, Maria		Gomez, Martha (2090)	Y		A							A				Y	Y
Guzman-Flores, Karim	76876	166 - Gomez, Veronica		Gomez, Martha (2090)	N														
Hernandez Lopez, Kimberly Naomi	74149	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Hernandez, Abraham Joel	74276	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					
Hernandez, Cesar Leonardo	74373	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					
Hernandez, Delesny Ereasmin	73969	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	
Hernandez, Destiny Lee	87294	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Kennedy, Kaylee Denice	79869	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Leal, Katya Monzerratt	79898	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	
Leal, Leah Ann	79926	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Leon, Byron Alexander	70156	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Longoria, Erianna Kristell	76869	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	
Lopez, Santino Ray	79986	172 - Zamora, Dolores		Gomez, Martha (2090)	N														
Losoya, John Ruben	78233	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Martinez Hernandez, Esmeralda	74245	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					
Martinez, Brian Alejandro	76419	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	Y

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Medellin, Jose Luis	104150	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									Y				Y	Y
Medina Cardenas, Reynaldo Israel	80069	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	
Mendoza, Abigail Elizeth	73706	172 - Zamora, Dolores		Gomez, Martha (2090)	Y													Y	Y
Meza, Samuel Tomas	57395	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y		A							A				Y	
Meza, Yuritza Yolee	74432	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	Y
Molina, Ayden Damian	76782	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													y	
Molinar, Emily Kairi	100432	173 - Moreno, Maria		Gomez, Martha (2090)	Y													y	
Montes, Jorge Gadiel	101376	166 - Gomez, Veronica		Gomez, Martha (2090)	Y									y				y	
Nava, Jonathan Gabriel	78234	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Olvera Lozano, Anjeleena	76468	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	Y
Orocio, Trazy	65053	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	Y
Pena, Jose Benjamin	76422	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													y	
Pena, Yael Alexander	79909	166 - Gomez, Veronica		Gomez, Martha (2090)	Y									A				Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Perez, Michael Troy	76691	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Perez, Victor Andres	82830	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Phillips IV, Robert Lee	102414	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Quintero, Roben Rihanna	79918	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	Y
Ramirez, Adriel Alexis	76421	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					
Ramirez, Bella Elizabeth	84486	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	Y
Ramirez, Itzel Alexia	76469	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					
Ramirez, Violet Lynn	84488	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Rios, Lisandro	73982	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A				Y	
Rios, Michael Anthony	73970	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Rivera, Erik Alejandro	74356	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	Y
Rodriguez, Audree	76872	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	Y
Rodriguez, Eli Oziel	84724	172 - Zamora, Dolores		Gomez, Martha (2090)	Y									A					

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Rodriguez, Jose Luis	80212	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	Y
Rojas, Megan Rose	73971	173 - Moreno, Maria		Gomez, Martha (2090)	Y													Y	
Romero, Malory	78484	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	
Saldana, Iliana	73972	166 - Gomez, Veronica		Gomez, Martha (2090)	N														
Samano, Santiago Zuriel	76702	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									Y				Y	
Solis, Javier Angel	98937	173 - Moreno, Maria		Gomez, Martha (2090)	Y									Y					
Tijerina, Ximena Ahislem	74435	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	
Vazquez, Brenda Nayeli	80181	169 - Tijerina, Jessica		Gomez, Martha (2090)	Y									A				Y	Y
Villegas, Mia Izabella	58731	166 - Gomez, Veronica		Gomez, Martha (2090)	Y													Y	
KG	73																		
Longoria Elementary	73																		
115	73																		

At Risk Criteria Verification Report

Campus: 115 Longoria Elementary

Grade Level: P3

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Alday, Suhey	102295	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
Araujo-Reyes, David	102299	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Ayala, Jon- Ezra Santos	104056	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y													Y	Y
Balboa, Derek	102429	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									A				Y	Y
Barbosa, Aubrey Mackenzie	104160	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y													Y	Y
Bernal, Axel	104125	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				Y	Y
Burelo, Derek	102371	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Cantu, Gretta Valerya	104017	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
Cantu, Mia Gisselle	103567	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				Y	Y
Cardenas, Jacob	103235	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Carrasco, Jamilette	103668	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y													Y	Y
Cervantes- Solis, Mia Giselle	104114	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Cruz-Ceja, Angie	102351	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Cuellar, Alexandra	103814	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				Y	Y
De La Fuente, Steven Tadeo	102196	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
De Leon, Kassandra Marie	104452	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	N														
Diaz, Jeremias	102352	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
Escamilla, David	102296	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
Flores, Danna Keyla	102350	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Garcia JR, Jesus Mauricio	104255	102 - SACaballero, I pm		Gomez, Martha (2090)	Y													Y	Y
Garza, Arath Yahir	102972	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y													Y	Y
Garza, Valentina San Juanita	103764	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
Gonzales, Kaleb Xavier	102256	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y													Y	Y
Gonzalez Garza, Daniela Eduaritz	104420	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									Y				Y	Y
Gonzalez, Dulce Violetta	103776	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									Y				Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Guerra, Estrella Gyselle	102969	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y													Y	Y
Guzman, Vianney	103997	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				y	y
Guzman, Yaneli Nicole	103340	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y													y	y
Leyva, Jaden Darian	102510	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Lopez, Jacky Marlene	103770	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									Y				Y	Y
Lopez, Makayla Isabella	104067	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y													Y	Y
Mendoza, Gerardo	102349	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									Y				Y	Y
Mondragon, Brandon Ivan	103912	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									Y				Y	Y
Olea, Carla Antonella	103976	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									Y				Y	Y
Ortiz, Airam Xitlaly	102975	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Oveido JR, Jorge Arturo	103790	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				y	y
Oviedo, Sebastian Zuriel	103791	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									Y				Y	Y
Palomares, Aundrey Omarian	102255	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Parral, Yulianna Yamilen	102377	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Pena-Salinas, Marcela	102976	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Perales, Ian Fransisco	102385	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Perez, Jacob	103919	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									Y				Y	Y
Portillo, Monserath	102384	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				y	y
Puente, Francesca Linet	102370	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
Quintero, Robert Rey	103334	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y													Y	Y
Ramirez, Josue	102498	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									Y				Y	Y
Rios Blanco, Jesus Ramon	103886	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									Y				Y	Y
Robles, Roel	102259	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				y	y
Robles, Rolando David	102258	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				y	y
Rodriguez, Jessie Alviso	103801	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				y	y
Rodriguez, Sebastian	104007	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									y				y	y

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Rodriguez-Galan, Rafeal Antonio	103777	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									Y				Y	Y
Romero, Guillermo Santiago	104556	B103 - AM - Caballero, I.		Gomez, Martha (2090)	N														
Salazar, Deyva Noely	103388	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				Y	Y
Saldana, Vihelka Julieth	103293	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									Y				Y	Y
Santiago Chavez, Grecia Michelle	103988	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									Y				Y	Y
Solis, Elizabeth Grace	102979	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				Y	Y
Tenorio, Jazlene Ysabella	104058	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y													Y	Y
Vasquez, Esteban Isai	103895	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									Y				Y	Y
Verdin, Edgar Tadeo	102509	107 - Sandoval, Esmeralda		Gomez, Martha (2090)	Y									Y				Y	Y
Villarreal, Amanda Idalia	102260	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y													Y	Y
P3	61																		
Longoria Elementary	61																		
115	61																		

At Risk Criteria Verification Report

Campus: 115 Longoria Elementary

Grade Level: PK

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Alvarado, Hector Alexander	87518	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
Alvarado, Maria Del Carmen	102229	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Alvarez, Pamela Yaneth	82929	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									A				Y	Y
Amaro, Sophie Cecilia	102047	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Araujo Reyes, Brisia Angelica	98166	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									A				Y	Y
Arredondo, Miguel Angel	103857	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y									Y				Y	Y
Balboa, Saul	102974	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									Y				Y	Y
Balderas, Katherine Aileen	98821	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y													Y	Y
Benavides, Natalie Vidalise	84403	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y													Y	Y
Benitez, Dante Leonardo	101260	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Bueno, Letizia	98186	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									A				Y	Y
Bueno, Salomon	102394	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Calacuayo, Joseph Deven	73997	102 - SACaballero, I pm		Gomez, Martha (2090)	Y													Y	Y
Cano, Matthew Logan	98345	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y													Y	Y
Carpio, Maiah	102716	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Carrero, Edu	98494	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									A				Y	Y
Casas, Esau Adonis	82964	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									A				Y	Y
Castaneda, Mia	98097	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									A				Y	Y
Castillo, Damariz Jaqueline	101965	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y									Y				Y	Y
Chapa, David	100081	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Chinchurreta Bernal, Jocelyn	101634	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Corpus, Pablo Miguel	100059	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Cuellar, Jamie Alisha	98244	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									A				Y	Y
De Santiago, Melany	87592	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									A				Y	Y
Diaz, Ryan Michael	98413	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Duran, Andrea Omarie	102673	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Espinoza, Azul Celeste	98449	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y													Y	Y
Espinoza, Gabriela	98218	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y													Y	Y
Espinoza, Helen Marlen	82986	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y									A				Y	Y
García, Axel Nathan	100431	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
García, Joshua	80381	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									Y				Y	Y
García, Mariafe Consuelo	101903	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
García, Martin Ernesto	100483	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
García, Natalia Faith	101054	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
García, Ruby	103517	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y									Y				Y	Y
García, Yahir Antonio	100100	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Garza Zuniga, Hector Alexander	102800	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Garza, Allison	102235	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Garza, Brielle Nicole	102237	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Garza, Luke Evan	101173	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Garza, Marcus Ayden	103241	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Garza, Ryan Omar	101011	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Gomez Gutierrez, Emiliano	101008	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Gomez, Damian	101845	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Gonzalez, Camilia Franchesca	99295	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				Y	Y
Gonzalez, Ezequiel Sabino	101096	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Gracia, Jazlyn	100060	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Gudino, Nephi Michel	89242	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									A				Y	Y
Guevara, Jiselle Rikki	101961	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Gutierrez, Kaelyn	101635	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Ibarra, Aileen Jatziry	104306	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y									Y				Y	Y

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Jeronimo Castillo, Abraham Moises	82805	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									A				Y	Y
Koch, Malary Jean	80359	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y													Y	Y
Lamas, Abraham Sebastian	99061	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y									Y				Y	Y
Leal, Kaitlyn Marie	101968	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Leon, Edwyn Caleb	87463	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Lopez, Janelly Marie	98936	102 - SACaballero, I pm		Gomez, Martha (2090)	Y									Y				Y	Y
Lopez, Kimberly	103516	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Lopez, Maison Anthony	100143	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Lucio, Jason Ryan	98561	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y													Y	Y
Manchaca, Paulina Noemi	101097	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Martinez, Ashlynn Rubi	98338	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									A				Y	Y
Martinez, Cesar Heriberto	102811	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y									Y				Y	Y
Martinez, Juan Miguel	89251	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									A				Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Mata, Romina Alexandra	102862	180 - Gonzalez, Hermeinda		Gomez, Martha (2090)	Y									Y				Y	Y
McCarthy, McKenzie Diana	101076	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Medina, Elijah Frank	101531	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Medrano, Lucas Bryan	101315	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Melecio JR, Marco Antonio	87631	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									A				Y	Y
Melecio, Esmeralda	82947	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									A				Y	Y
Mendiola, Yalitza Alday	101960	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Mendoza, Yerusalem	101577	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Montemayor, Kamila	102232	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Oscoy JR, David	101476	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Perez, Sebastian Izael	101051	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Phillips, Rebekah Ariela	102413	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Pineda, Anavrin Bellla	101225	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y

At Risk Criteria Verification Report

Student Name Last-First-Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Quintanilla, Yuleidy	82631	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									A				Y	Y
Quintero, Roberta Rihanna	98367	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y													Y	Y
Quiroz, Juan Miguel	98727	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y									Y				Y	Y
Ramirez, Evan Israel	98589	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y													Y	Y
Ramos Inzunza, Cristopher	102427	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Ramos, Ysabella Victoria	87448	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y													Y	Y
Reyes, Evan MiguelAngel	101152	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Reyna, Adrienne	101480	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Rodriguez, Brian	103292	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y													Y	Y
Rodriguez, Emiliano	98863	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y													Y	Y
Rodriguez, Julyen	103822	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y									Y				Y	Y
Rojas, Katelyn Rae	101459	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Rosalez, Guadalupe Alexander	103223	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y									Y				Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Salinas, Manolo	99086	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
Salinas, Matias	99087	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									Y				Y	Y
Sanchez, Iveen	101963	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Sanchez, Reyna Edith	98796	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Serna, Isaac	98363	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y									A				Y	Y
Sierra, David Jonas	102477	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Tellez, Brandon Janoah	98185	4 - Cavazos, Carolina -ES AM		Gomez, Martha (2090)	Y													Y	Y
Torres, Emily Janice	87569	B103 - AM - Caballero, I.		Gomez, Martha (2090)	Y													Y	Y
Torres, Genaro Tadeo	102387	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Torres, Jennica Dayaceli	102638	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y					
Tovar, Brandon	99665	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Trevino, Emily	103165	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y									Y				Y	Y
Valdez, Layla Danae	101065	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y

At Risk Criteria Verification Report

Student Name Last-First- Middle	Student Id	Homeroom	Team	Counselor	At Risk	Failed 2 or more Core (7-12)	Retained	TAKS - Failed or not 110%	Preg. or Parent	Placed In AEP	Expelled	Parole, Etc.	TEA Dropout	LEP	DPRS	Homeless	Facility	PK-03 Reading	PK-03 Math
Vasquez, Marcus Kent	100113	177 - Isaacs, Karin		Gomez, Martha (2090)	Y													Y	Y
Vazquez, Reggine	101189	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Vega, Damian	98731	B105 - Sandoval, E. AM		Gomez, Martha (2090)	Y													Y	Y
Vega, Nathaniel	101350	181 - Gutierrez, Karla		Gomez, Martha (2090)	Y													Y	Y
Villarreal Flores, Sebastian	101959	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
Yanez, Anni Yareni	102353	180 - Gonzalez, Hermelinda		Gomez, Martha (2090)	Y									Y				Y	Y
PK	109																		
Longoria Elementary	109																		
115	109																		
Summary	647																		

Raul Longoria Elementary
2015-2016

**SURVEY OF PARENT
PARTICIPATION
(ENGLISH & SPANISH)**

**PSJA ISD 2014-2015 SCHOOL YEAR
TITLE 1 - PARENTAL INVOLVEMENT SURVEY RESULTS**

Campus	RAUL LONGORIA ELEMENTARY	Number	Percent	14-15
	Total Surveys returned <u>211</u>	Yes	%	Projection- %
1.	Have you ever been invited to an annual Title I meeting?	1. <u>116</u>	<u>55%</u>	
2.	When would it be most convenient for you to attend the meetings?			
	Day: A. Monday Time: G. Morning	2. A. <u>75</u>	<u>36%</u>	
	B. Tuesday H. Afternoon	B. <u>49</u>	<u>23%</u>	
	C. Wednesday I. Evening	C. <u>48</u>	<u>23%</u>	
	D. Thursday	D. <u>37</u>	<u>18%</u>	
	E. Friday	E. <u>32</u>	<u>15%</u>	
	F. Saturday	F. <u>38</u>	<u>18%</u>	
		G. <u>96</u>	<u>45%</u>	
		H. <u>49</u>	<u>23%</u>	
		I. <u>54</u>	<u>26%</u>	
3.	What limits your participation in parent meetings?			
	Lack of: { A. Location	3. A. <u>4</u>	<u>2%</u>	
	{ B. Language	B. <u>12</u>	<u>6%</u>	
	{ C. Information	C. <u>35</u>	<u>17%</u>	
	{ D. Child care	D. <u>43</u>	<u>20%</u>	
	{ E. Transportation	E. <u>15</u>	<u>7%</u>	
	{ F. Other	F. <u>67</u>	<u>32%</u>	
Have you received information/explanation on the following:				
4.	Student Code of Conduct booklet,	4. <u>187</u>	<u>89%</u>	
5.	Student Confidential Report (TAKS),	5. <u>168</u>	<u>80%</u>	
6.	School Report Card (AEIS),	6. <u>182</u>	<u>86%</u>	
7.	Campus Improvement Plan,	7. <u>166</u>	<u>79%</u>	
8.	No Child Left Behind Act of 2001 (NCLB),	8. <u>162</u>	<u>77%</u>	
9.	The bilingual/English as a Second Language/ dual language Programs, and	9. <u>187</u>	<u>89%</u>	
10.	The District's Parent Involvement Resource Center.	10. <u>167</u>	<u>79%</u>	
11.	The Site-Based Decision Making Committee (CPOC) on your child's campus?	11. <u>159</u>	<u>75%</u>	
12.	Did you receive the Parent/Teacher/Student Compact?	12. <u>185</u>	<u>88%</u>	
13.	Was it explained?	13. <u>168</u>	<u>80%</u>	
14.	Did you receive a copy of the Parent Involvement Policy?	14. <u>155</u>	<u>73%</u>	

**PSJA ISD 2014-2015 SCHOOL YEAR
TITLE 1 - PARENTAL INVOLVEMENT SURVEY RESULTS**

15. Are your Title I Program concerns/questions addressed in a timely manner?	15. <u>177</u> <u>84%</u>
16. Are meetings and training held in a language you can understand?	16. <u>200</u> <u>95%</u>
17. Is information being sent to you in a language you can understand?	17. <u>193</u> <u>91%</u>
18. Have you read school articles in the district's newspaper?	18. <u>138</u> <u>65%</u>
19. Have you heard about our programs on the district's TV channel (17)?	19. <u>155</u> <u>73%</u>

Were you informed that:

20. Reading to your child daily is important;	20. <u>206</u> <u>98%</u>
21. Taking your child to the library will improve his reading;	21. <u>208</u> <u>99%</u>
22. Monitoring your child's homework is also important;	22. <u>211</u> <u>100%</u>
23. You should encourage your child to read for fun;	23. <u>210</u> <u>100%</u>
24. You should monitor and limit your child's TV viewing?	24. <u>208</u> <u>99%</u>

25. The teacher keeps you informed of your child's progress.	25. <u>208</u> <u>99%</u>
26. The campus administrator provides you with information on student data & teacher's qualifications.	26. <u>176</u> <u>83%</u>

In Your Opinion:

27. Is coming to school everyday important to student achievement?	27. <u>209</u> <u>99%</u>
28. Is your child following the Code of Conduct?	28. <u>210</u> <u>100%</u>
29. Is your child completing homework assignments?	29. <u>206</u> <u>98%</u>
30. Is the school presenting instruction to insure that all students learn?	30. <u>208</u> <u>99%</u>
31. Is the teacher assigning appropriate homework assignments?	31. <u>204</u> <u>97%</u>

32. What do you recommend to increase parent participation in school activities?

32. Comments: better activities,more information on events evening meeting

33. What type of information/programs would you like for the school to provide for parents to improve student achievement?	33. A. <u>53</u> <u>25%</u>
	B. <u>68</u> <u>32%</u>

**PSJA ISD 2014-2015 SCHOOL YEAR
TITLE 1 - PARENTAL INVOLVEMENT SURVEY RESULTS**

A. Health Issues	E. Nutrition	C.	<u>31</u>	<u>15%</u>
B. Technology	F. Make it & Take it Sessions	D.	<u>24</u>	<u>11%</u>
C. ESL/GED Classes	G. Other	E.	<u>70</u>	<u>33%</u>
D. Social Services		F.	<u>22</u>	<u>10%</u>
		G.	<u>10</u>	<u>5%</u>

Raul Longoria Elementary
2015-2016



PARENT/ STUDENT/ TEACHER COMPACT

**RAUL LONGORIA ELEMENTARY SCHOOL
PARENT/TEACHER/STUDENT COMPACT**

At Longoria Elementary we acknowledge the fact that for a child to achieve success, the cooperation of parents, teachers, and students is required. We strongly believe that highly qualified teachers and parents working together can improve students' academic achievement, attendance, and motivation. For this reason we support this contract and ask that you sign, indicating your acceptance of responsibilities.

SCHOOL/TEACHER/STAFF RESPONSIBILITIES

As a teacher, I will:

- implement high quality instructional programs;
- create a respectful and supportive environment;
- promote/improve student attendance and behavior;
- provide informative programs to promote parental involvement;
- maximize parental involvement by providing parenting skills sessions;
- provide constant communication between the home and the school; and,
- continue professional growth to improve student achievement.

Teacher's Signature: _____ Date: _____

PARENT/SIGNIFICANT ADULT RESPONSIBILITIES

As a parent/significant adult, I will:

- schedule a place and time for homework;
- set high expectations for my child and help meet these expectations;
- stress to my child the importance of prompt and daily attendance in school;
- promote character traits such as respect, hard work, responsibility and self-discipline;
- monitor my child's free time and set limits on television viewing and video games;
- assure that my child eats a well-balanced diet, gets enough sleep and exercises regularly;
- attend parent-teacher conferences so I may stay abreast of my child's achievement and learn how to help him/her at home;
- involve myself in many school-related activities such as Open House, PTO-PAC meetings and parent volunteer programs; and,
- speak highly and positively about school so my child will learn to love going to his/her classes daily.

Parent's/Adult Signature: _____ Date: _____

STUDENT RESPONSIBILITIES

As a student, I will:

- attend classes daily and on time;
- complete school homework assignments;
- take pride in myself, my school, and my work;
- follow school and classroom rules;
- respect parents, teachers, and students;
- eat and sleep well, and exercise regularly;
- read daily at home; and,
- participate in educational activities promoted by the school.

Student's Signature: _____ Date: _____

It is the policy of the Pharr-San Juan-Alamo ISD not to discriminate on the basis of sex, disability, race, color, religion, national origin or age.

**RAUL LONGORIA ELEMENTARY SCHOOL
PACTO ENTRE PADRES/MAESTROS/ESTUDIANTES**

La escuela Longoria Elementara, reconoce que para que un niño logre el éxito académico, es la responsabilidad compartida de padres, maestros y estudiantes. Por esta razón, apoyamos este pacto y les pedimos que lo firmen aceptando sus responsabilidades.

RESPONSABILIDADES Y OBJETIVOS DE ESCUELA/MAESTROS/PERSONAL:

Como maestro(a) yo:

- fijaré un plan de estudios, implementando programas de alta calidad, para que los estudiantes logren altas metas;
- crearé un ambiente efectivo, de apoyo y respeto;
- mejoraré la asistencia y comportamiento de los estudiantes;
- daré información oportuna de los programas, para que todos los padres participen en forma más efectiva;
- ofreceré oportunidad de enseñanza a los padres;
- ofreceré juntas con los padres, para discutir y mantener una buena comunicación sobre el progreso y educación de los estudiantes; y
- continuaré el crecimiento profesional y de actualidad.

Firma del maestro(a) _____ Fecha _____

RESPONSABILIDADES DEL PADRE/TUTOR:

Como padre/tutor yo:

- designaré un horario y un lugar apropiado para que hagan su tarea;
- tendré metas altas para ellos, ayudando en todo lo que me sea posible para que lo logren;
- animaré y promoveré la importancia de asistir diariamente y puntualmente a clases;
- formaré valores positivos y de conducta aceptable como respeto, trabajo, responsabilidades y disciplina;
- vigilaré el tiempo libre que pasan viendo la televisión y juegos de videos;
- me aseguraré de que coman saludablemente, duerman y hagan ejercicio regularmente;
- asistiré a conferencias con los maestros de mis hijos, para mantenerme informado de sus adelantos y la forma de ayudarlos en casa;
- me involucraré en todo lo que relaciona a mis hijos y a la escuela, como juntas de voluntarios; y
- le hablaré positivamente de la escuela para que mis hijos le tengan amor y asistan con gusto.

Firma del Padre/Tutor _____ Fecha _____

RESPONSABILIDADES DE ESTUDIANTE:

Como estudiante, yo:

- asistiré diaria y puntualmente a clases;
- terminaré a tiempo el trabajo dentro del salón de clases y la tarea en casa;
- tendré orgullo de mi mismo, de la escuela y del trabajo;
- seguiré las reglas de la escuela y de la casa;
- respetaré a padres, maestros, y estudiantes;
- comeré y dormiré bien, y haré ejercicio regularmente;
- leeré diariamente en casa; y
- participaré en actividades educativas, promovidas por la escuela.

Firma del Estudiante _____ Fecha _____

**Raul Longoria Elementary
2015-2016
SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN**

December 4, 2015



By May 2016, 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

**Raul Longoria Elementary
2015-2016
SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN**

**Campus Plan Approval Minutes
December 4, 2015**

Meeting was called to order by Mrs. Rosalina Borrego, Principal. Presentation of campus plan rough draft was conducted by Mrs. Karla Montemayor and C.P.O.C. members. All issues of concern were addressed. Site Based Committee Members had previously met within their grade level and revised, edited, and agreed on corrections made. Site Based Decision Making Council members approved the corrections and additions to the Campus Plan and initialed by their name. Any typing errors or corrections will be brought to Mrs. Rosalina Borrego or Mrs. Karla Montemayor. Principal Rosalina Borrego thanked all staff members for their continuous effort and dedication in making our campus plan a better instructional tool that reflects the excellence and success we are experiencing in our campus.

Raul Longoria Elementary
2015-2016

SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

School Administration

Rosalina, Principal
Karla Montemayor, Asst. Principal
Martha Gomez, Counselor

Para-Professional

Marina Campos

Support Staff

Martin Peña– Head Custodian

Community Member

Ralph Gomez

Professionals

Karla Gutierrez - PK
Veronica Gomez – Kinder
Dolores Zamora- Kinder
Diana Ochoa- 1st Grade
Alisa Garza – 1st Grade
Blanca Martinez – 2nd Grade
Sylvia Garcia – 3rd Grade
Charles Flores – 3rd Grade
Anabely Segura-4th Grade
Jessica Castillo – 5th Grade
Laura Ornelas – 5th Grade

Resource

Ludivina Garcia

Parent

Rubi Gracia

Raul Longoria Elementary
2015-2016

SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

School Administration

Rosalina, Principal *R.B.*
Karla Montemayor, Asst. Principal *KM*
Martha Gomez, Counselor *MG*

Para-Professional

Marina Campos

Support Staff

Martin Peña- Head Custodian

MPH

Community Member

Ralph Gomez

Professionals

Karla Gutierrez - PK *KG*
Veronica Gomez - Kinder *VB*
Dolores Zamora- Kinder *DZ*
Diana Ochoa- 1st Grade *DO*
Alisa Garza - 1st Grade *AG*
Blanca Martinez - 2nd Grade *BM*
Sylvia Garcia - 3rd Grade *SG*
Charles Flores - 3rd Grade *CF*
Anabely Segura-4th Grade *AS*
Jessica Castillo - 5th Grade *JC*
Laura Ornelas - 5th Grade *LO*

Resource

Ludivina Garcia

Parent

Rubi Gracia