

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Raul Longoria Elementary  
IMPROVEMENT PLAN  
2018-2019**

## 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.*

### ***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-k3 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 potential.



## ***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

Elisa Aguilera, Asst. Principal

<p><b>Pre-Kinder</b> Cortez, Martina Dennette, Crystal Gomez, Veronica Gonzalez, Hermelinda Gutierrez, Karla Medina, Kristen Navarro, Laura Peña, Cynthia Prek-3 Susie Attwood</p>	<p><b>Kinder</b> Moreno, Maria Ochoa, Diana Reyes, Isaac Zamora, Dolores</p>	<p><b>1st Grade</b> Garza, Alisa Isaacs, Karin Pena, Sara Tijerina, Jessica</p>	<p><b>2nd Grade</b> Martinez, Blanca Pena, Noemi Tovar, Gloria Villarreal, Jessica</p>	<p><b>3rd Grade</b> Garcia, Susana Garcia, Sylvia Hernandez, Samantha Martinez, Julissa</p>
<p><b>4th Grade</b> Contreras, Nora Cruz, Stephanie Galicia, Maria Gonzalez, Velma Segura, Anabelly</p>	<p><b>5th Grade</b> Contreras, Laura Garcia, Martin Garza, Irma Guerra, Rachel</p>	<p><b>Resource</b> Castillo, Jessica- Sp.Ed. Res. Ornelas, Laura- Science Lab Compean, Roberto- P.E Coach Garcia, Ludvina- P.E Coach Arredondo, Carlos- Music Guajardo, Nadine- Librarian Garcia, Paola- Nurse DeLaCruz- At Risk SCE Roberta Espericueta CLL</p>	<p><b>Cafeteria</b> Garcia, Maria -Manager Cabello, Juana Garcia, Isabel Robles, Melina Ybarra, Maria</p>	<p><b>Custodians</b> Pena, Martin - Head Lackey, Richard Maldonado, Rosario Espino, Maria</p>
<p><b>Crossing Guard</b> Gutierrez, Maria Hernandez, Cruz Loera, Roberto</p>	<p><b>Speech Therapist</b> Garza, Alisa <b>Diagnostician</b> Erica, Erica</p>	<p><b>Office Staff</b> Gomez, Martha- Counselor Campos, Marina- Computer Lab Benavidez, Clara- Parent Educator Sanchez, Alma- Secretary Garza, Sara- Peims Clerk Vera, Dora- Office Clerk</p>		

## Campus Performance Objective Council 2018-2019

### School Administration

Rosalina, Principal  
Elisa Aguilera, Asst. Principal  
Martha Gomez, Counselor

### Para-Professional

Ceja, Catalina

### Support Staff

Peña, Martin

### Community Member

Sandoval, Cynthia

### Professionals

Gutierrez, Karla- PK  
Ochoa, Diana- Kinder  
Garza, Alisa- 1<sup>st</sup> Grade  
Tovar, Gloria- 2<sup>nd</sup> Grade  
Garcia, Sylvia- 3<sup>rd</sup> Grade  
Segura, Anabelly-4<sup>th</sup> Grade  
Ornelas, Laura- 5<sup>th</sup> Grade

### Resource

De La Cruz, Lorena

### Parent

Vasquez, Maria Antonieta



# Comprehensive Needs Assessment



## Data Resources Reviewed

1. 2017- 18 STAAR Accountability
2. 2017- 18 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories

# Comprehensive Needs Assessment



## **Demographics**

### **Demographics Summary:**

#### **All Students:**

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

#### **Needs:**

As evidenced in the 2018 STAAR assessments , the results show an achievement gap as follows:

5<sup>th</sup> grade Reading performance at the Masters level was at 12% (Q4) which is the bottom quartile and must be addressed.

5<sup>th</sup> grade Math performance at the Masters level was at 18% (Q3) and must be addressed.

#### **Strengths:**

As evidenced in the 2018 STAAR assessments , the results show the following strengths:

3<sup>rd</sup> grade Reading performance at the Masters level was at 23% (Q1) and was found to be in the top quartile.

3<sup>rd</sup> grade Math performance at the Masters level was at a 20% (Q2), and was found to be close to reaching the top quartile (Q1).

4<sup>th</sup> grade Reading performance at the Masters level was at 23% (Q1) and was found to be in the top quartile.

4<sup>th</sup> grade math performance at the Masters level was at 32% (Q1) and was found to be in the top quartile

4<sup>th</sup> grade Writing performance at the Masters level was at 8% (Q2) and was found to be close to achieving the top quartile (Q1).

5<sup>th</sup> grade Science performance at the Masters level was at 14% (Q2) and was found to be close to achieving the top quartile (Q1).

# 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 Raul Longoria Elementary was very involved in the curriculum for grades K-12 to ensure that the general curriculum meets the needs of our special education students. Professional development is also will be coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

#### Needs:

As evidenced in the 2018 STAAR assessments, the results show an achievement gap as follows:

As indicated in the Student Success (Student Achievement Domain #1), the SpEd population did **not meet the target of 27%** and indications reveal that this population is in **need of Targeted Support**.

As indicated in Academic Achievement Status in **reading (19%)**, the SpEd students fall behind the **All** student population **by 25%** for the 2017-2018 school year.

As indicated in the Academic Achievement Status in **math (23%)**, the SpEd students fall behind the **All** student population **by 23%** for the 2017-18 school year.

As indicated in the School Quality Status the SpEd students **(27%)**, fall behind the **All (47%)** student population **by 20%** for the 2017-18 school year.

The Special Education Teacher must work closely with the Curriculum and Instruction Department, Special Education Department, and attend PD in the area of the inclusion model through the Region One Department, in an effort to implement the Inclusion Model effectively. Also, the special education team will seek research-based material to use with Tier I students. Additionally, the special education teacher will network and find best practices as described through high performing schools in order to meet the needs of special education students. Special education students will receive quality instruction with technology programs such as velocity and imagine learning to meet their individual needs.

General Education Teachers will attend a training that will increase their knowledge in the new accommodations for the 2018-2019 school year.

#### Strengths:

As evidenced in the 2018 STAAR assessments, the results show the following strengths:

The SpEd population has significantly dropped as compared to last year (23 students vs. 15). Additionally, the new special education team is stronger in teaching content material as compared to last year.

The SpEd population will receive intensive Tier 1 interventions from the SpEd team as well as the At-Risk teacher.

# Comprehensive Needs Assessment



## Demographics

### Demographic Summary

#### English Language Learners (ELL):

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

#### Needs:

As evidence in the 2018 STAAR assessments, the results show an achievement gap as follows:

- As indicated in Academic Achievement Status in reading, the **ELL** students (**29%**) fall behind all (**49%**) student population by **15%** for the 2017-2018 school year.
- As indicated in the Student Success Status the ELL students (**37%**), fall behind the ALL (**47%**) student population by **10%** for the 2017-2018 school year.
- As indicated in the School Quality Status the ELL students (**30%**), fall behind of the All (**47%**) student population by **17%** for the 2017-2018 school year.

#### Strengths:

As evidenced in the 2018 STAAR assessments, the results show the following strengths:

- The ELL population met all **6 out of 6** standard as required by the state.
- As indicated in the Academic Achievement Status in **math** (**40%**), the ELL students met the math target and are very close (**6%**) to reaching the all population of **46%** for the 2017-2018 school year.
- As indicated in the Academic Achievement Growth Status (**64%**), the ELL students met the growth target and are very close (**2%**) to reaching the All population of **66%** for the 2017-2018 school year.
- As indicated in the Academic Achievement Status (**46%** at Meets Grade Level or Above) in **reading** (**52%**), the ELL students surpassed the All population (**46%**) by (**6%**) for the 2017-2018 school year.
- As indicated in the Academic Achievement Status (**53%** at Meets Grade Level or Above) in **math** (**56%**), the ELL students surpassed the All population (**52%**) by (**4%**) for the 2017-2018 school year.
- As indicated in the Academic Growth Status (**37%** at Meets Grade Level or Above) in **reading** (**78%**), the ELL students surpassed the All population (**75%**) by (**3%**) for the 2017-2018 school year.
- As indicated in the Academic Achievement Status (**68%** at Meets Grade Level or Above) in **math** (**81%**), the ELL students surpassed the All population (**80%**) by (**1%**) for the 2017-2018 school year.
- As indicated in the Student Success Status (**25%** at Meets Grade Level or Above) in **reading** (**51%**), the ELL students surpassed the All population (**48%**) by (**3%**) for the 2017-2018 school year.
- As indicated in the Student Success Status (**26%** at Meets Grade Level or Above) in **reading** (**23%**), the ELL students surpassed the All population (**19%**) by (**4%**) for the 2017-2018 school year.

# Comprehensive Needs Assessment



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## Demographics

### Demographics Summary

#### English Language Learners (ELL):

##### Needs:

As evidenced in the 2018 TELPAS assessments, the results show an achievement gap as follows:

- As indicated in TELPAS assessment, 4<sup>th</sup> grade ELL students (42%) scored Intermediate in the Listening, (40%) scored Advance and (12%) scored Advance High. This shows a dip from 3<sup>rd</sup> grade.
- As indicated in TELPAS assessment, 3<sup>rd</sup> grade ELL students only (25%), scored Advance in the Speaking portion for the 2017-18 school year and (2%), scored Advance High.
- As indicated in TELPAS assessments, 4<sup>th</sup> grade ELL students (35%), scored Advance in the Speaking portion for the 2017-18 school year and (0%) scored Advanced High.
- As indicated in TELPAS assessments, 3<sup>rd</sup> grade ELL students (20%), scored Beginning in the Writing portion for the 2017-18 school year and (30%) scored Intermediate.
- As indicated in TELPAS assessments, 4<sup>th</sup> grade ELL students (24%), scored Beginning in the Writing portion for the 2017-18 school year.

##### Strengths:

As evidenced in the 2018 TELPAS assessments, the results show the following strengths:

- As indicated in the 2018 Listening Data Table in English Language Proficiency of ELL student, Pragasaurias (47%), for the 2017-2018 school year.
- As indicated in TELPAS assessment, 3<sup>rd</sup> grade ELL students (15%) scored Intermediate in the Listening, (40%) scored Advance and (42%) scored Advance High. This shows a dip in 4<sup>th</sup> grade.
- As indicated in TELPAS assessment, the 3<sup>rd</sup> grade ELL students (57%), scored Intermediate in the Speaking portion for the 2017-2018 school year.
- As indicated in TELPAS assessments, 4<sup>th</sup> grade ELL students (51%), scored Intermediate in the Speaking portion for the 2017-18 school year.
- As indicated in TELPAS assessments, 3<sup>rd</sup> grade ELL students (37%), scored Advance in the Writing portion for the 2017-18 school year.
- As indicated in TELPAS assessments, 3<sup>rd</sup> grade ELL students (17%), scored Advance High in the Writing portion for the 2017-18 school year.
- As indicated in TELPAS assessments, 3<sup>rd</sup> grade students combined, scored (47%) Advance and Advance High in Writing for the 2017-2018 school year.
- As indicated in TELPAS assessments, 4<sup>th</sup> grade ELL students (40%), scored Advance in the Writing portion for the 2017-18 school year.
- As indicated in TELPAS assessments, 4<sup>th</sup> grade ELL students (26%), scored Advance High in the Writing portion for the 2017-18 school year.
- As indicated in TELPAS assessments, 4<sup>th</sup> grade ELL students combined, scored (66%) Advance and Advance High in Writing for the 2017-2018 school year.
- As indicated in TELPAS assessments 47% of student showed progress for the 2017-2018 school year.



# Comprehensive Needs Assessment



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READY, CONNECTED, COMPLETE. **3**

## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged (ECO)

The following sources from across Rau 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 the Texas Education Accountability reports to determine strengths and needs of our Economically Disadvantaged Students, Rau Longoria Elementary added a teacher that is specifically working with this at-risk population.

#### Needs:

As evidenced in the 2018 STAAR assessments, the results show an achievement gap as follows:

- As indicated in Academic Achievement Status in reading the ECO students (33%), fall behind the All (44%) student population by 11% for the 2017-2018 school year.
- As indicated in Academic Achievement Status in math the ECO students (36%), fall behind the All (44%) student population by 11% for the 2017-2018 school year.
- As indicated in the Student Success Status the ECO students (38%), fall behind the All (47%) student population by 9% for the 2017-18 school year.
- As indicated in the School Quality Status the ECO students (39%), fall behind the All (47%) student population by 8% for the 2017-18 school year.
- As indicated in the Academic Achievement Status (% at Meets Grade-Level or Above) in reading (43%), the ECO students fall behind the All population (46%) by 3% for the 2017-18 school year.
- As indicated in the Academic Achievement Status (% at Meets Grade-Level or Above) in math (50%), the ECO students fall behind the All population (52%) by 2% for the 2017-18 school year.
- As indicated in the Academic Growth Status (% at Meets Grade-Level or Above) in reading (33%), the ECO students fall behind the All population (44%) by 11% for the 2017-18 school year.
- As indicated in the Academic Growth Status (% at Meets Grade-Level or Above) in math (36%), the ECO students fall behind the All population (46%) by 10% for the 2017-18 school year.
- As indicated in the Student Success Status (% at Meets Grade-Level or Above), 38% of the ECO students fall behind the All population (47%) by 9% for the 2017-18 school year.

#### Strengths:

As evidenced in the 2018 STAAR assessments, the results show the following strengths:

- The ECO population met all 5 out of 5 standards as required by the state.
- As indicated in the Growth Status (64%), the ELL students met the growth target and are very close (2%) to reaching the All population of 66% for the 2017-18 school year.
- As indicated in the School Quality Status (% at Masters Grade-Level), 23% of the ELL students surpassed the All population (19%) by 4% for the 2017-18 school year.

# Comprehensive Needs Assessment



**COLLEGE**  
READY. CONNECTED. COMPLETE. <sup>3</sup>

- Goal #1 Domain 1: Student Academic Achievement**
- Goal #2 Domain 2: Improve Student Progress**
- Goal #3 Domain 3: Close the Student Achievement Gap among all population**
- Goal #4 – Prepare all students for post secondary education**
- 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 sub population.*

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p align="center"><b>Domain 1</b> <b>Student Achievement</b></p>	<ul style="list-style-type: none"> <li>The ELL population (82%) surpassed the all population (80%) by (2%) in the approaches in all subjects.</li> <li>The ELL pop. (51%) surpassed the all pop. (48%) by (3%) in all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>The ELL population (23%) fell behind the all population (19%) by (4%) in the approaches in all subjects.</li> <li>The Eco. population (79%) fell behind the all population (80%) by (1%) in the approaches in all subjects.</li> </ul>	<p>Improve student learning outcomes in : <b>3<sup>rd</sup> &amp; 4<sup>th</sup> Grade Reading</b> <b>4<sup>th</sup> Grade Math</b> <b>SMART Goal: 80% or Higher</b></p>
2	<p align="center"><b>Domain 2:</b> <b>School Progress</b></p>	<ul style="list-style-type: none"> <li>Domain 2A: academic growth (83%)</li> <li>Domain 2B: relative performance (86%)</li> </ul>	<ul style="list-style-type: none"> <li>The campus needs to grow by 5%</li> </ul>	<p>Address the needs of identified students to exceed the progress measure in 2017-18 in Reading and Mathematics</p>
3	<p align="center"><b>Domain 3:</b> <b>Closing the Gap</b></p>	<ul style="list-style-type: none"> <li>Sped Population has dropped from 23 in 2017-2018 school year to 15 for the 2018-2019 school year.</li> <li>The sped is stronger in teaching content material compared to last year.</li> <li>The Sped pop. will receive intensive Tier I intervention from Sped team as well as the At Risk teacher.</li> <li>Earned a distinction (92%)</li> </ul>	<ul style="list-style-type: none"> <li>The sped population did not meet the target of 27% as indicated in the Student Success Domain 1.</li> </ul>	<p>Special population groups will receive additional support and intensive interventions in reading, writing, and math.</p>
4	<p align="center"><b>Post Secondary Readiness</b></p>	<ul style="list-style-type: none"> <li>Campus Exceeded the State Target for Index 4 score of 12 with a 39 index score for Post Secondary Readiness.</li> </ul>	<ul style="list-style-type: none"> <li>Need to improve in this area by 10% or more.</li> </ul>	<ul style="list-style-type: none"> <li>Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course</li> <li>Revise curriculum</li> <li>Assess and Monitor frequently through common formative assessments</li> </ul>



## Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Communication in both English and Spanish</li> <li>• PK-K Grade parent involvement is high</li> <li>• Parent Educator at campus</li> <li>• Monthly events and meetings with parents</li> <li>• Yearly Award Ceremonies</li> <li>• Bimonthly school assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PK3-5th Grade Parent involvement Curriculum Nights for all grade levels.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to be involved in students' education</li> <li>• Initiate parent academic conferences at all levels</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> <li>• New technology resources and equipment throughout campus</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the use of student technology for instructional rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Student Attendance to 98%</li> <li>• Business Community Involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Improve student retention</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McRel Evaluation Tool</li> <li>• Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Training on SLO and McRel Evaluation tool.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improve teacher ratings in McRel Evaluation Tools.</li> <li>• New Teachers assigned a mentor</li> </ul>

## 2018-2019 Raul Longoria Elementary Goals

- Goal 1-Domain 1:Student Achievement
- Goal 2-Domain 2:School Progress
- Goal 3-Domain 3:Closing the Gap
- Goal 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 Elementary Goal 1: Improve Student Academic Achievement (Domain 1)**

**Objective 1: Curriculum will be horizontally aligned in 2018-2019 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 2018- October 2019	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 2018- May 2019	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 2018- May 2019	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 Guided Reading Program PK-2 <sup>nd</sup> Grade Implement I-Station Math Computer Programs PK-1st Grade Implement Imagine Learning Computer Program PK3-5 <sup>th</sup> Grade	Principal, Assistant Principal, Teachers, Computer Lab Manager	Local Funds, Title 1 Funds	August 2018- May 2019	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 Elementary Goal 1: Improve Student Academic Achievement (Domain 1)**

**Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all courses.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
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 2018-April 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Provide/Purchase materials for Oral Language/Music. Use chants, songs, stories, Hampton Brown Books, Sing Spell Read & Write	Teacher, Music Teacher	Title 1 Funds SCE 199 Local	August 2018- 2019	Walk Through Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2
Campus CLL, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal, Assistant Principal, IC	Local Funds, Title 1 Funds	August 2018 – May 2019	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Provide a literature-rich environment to increasing the number of level books in school for all sub pops	Teacher	Title 1 Funds SCE 199 Local	August 2018 to 2019	Walk-through observations	Benchmark scores, student achievement gains	Weekly Test, CBA's, BMs, STAAR, TELPAS	Title 1 - #1, #2
Continue to provide opportunities for students not mastering required objectives. After school, Saturday, Summer School	Teacher, Administrator, Sp. Ed. Teacher	Local Title I SCE 199 Local	August 2018 to 2019	Lesson Plans	Benchmarks scores, student achievement gains	Weekly Tests, CBA's, BMs, STAAR, TELPAS	Title 1 -#1, #3

### Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

**Objective 2:** Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

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 <sup>rd</sup> -5 <sup>th</sup> grade teachers	Local Funds, Title 1 Funds	June 2018 – May 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives 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 2018– May 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
One district-level CBAs and two district-level Benchmarks will be administered to all students in 2018-19.	Teachers, IC, Assistant Principal, Principal	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
BOY, MOY, EOY TPRI/TEJAS LEE , CIRCLE, ISTATION, EDL, DRA, STAR 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 2018- May 2019	Teacher Summary Reports	Student Achievement Gains	BOY, MOY, EOY MONTHLY CHECKPOINTS	Title 1 - #8

**Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)**

**Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017-2018.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
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 2018 November 2018 January 2019 February 2019	DMAC reports TPRI/TEJAS LEE Reports CIRCLE Reports ISTATION Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI/TEJAS LEE, CIRCLE, I STATION	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 2018- June 2019	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 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide/purchase reading material for on-going assessment. Forde Ferrier Karnico	Teacher Administrator	Title 1	August 2018 to June 2019	Test for Points Test Date	Progress Monitoring, CBAs, Benchmark Scores, student Achievement Gains	Weekly Assessments, CBA's Benchmarks, STAAR	Title 1 - #3, 5, 9



**Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)**

**Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017-2018.**

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 2018 November 2018 January 2019 February 2019	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 2018 November 2018 January 2019 February 2019	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 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Science lab teacher and content teachers will create formative assessments and conduct several PD sessions with teachers to align science standards in all grade levels.	Science Lab Teacher Content Teachers	Title 1 Funds	August 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4



**Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2017-2018 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 CLL	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018	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 CLL	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018- June 2019	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8
Provide additional tutoring/reinforcement to students identified at risk of failing. Provide additional tutoring by hired tutors to reinforce students academic improvement	Teacher administration	Title 1	August 2018- June 2019	Principal Data Binder	BM Scores, Student Achievement Gains, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #4
Provide one to one tutoring for migrant students, identified on priority for services reported using a reading intervention program.	Teacher, administration, migrant para professional	Title 1	August 2018-June 2019	Principal Data Binder	BM Scores, Student Achievement Gains, Closing Achievement Gaps	CBAs, BM, STAAR, TELPAS	Title 1 -#4

**Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2017-2018 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Time lines	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 2018-June 2019	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 2018 November 2018 January 2019 February 2019	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, and specified Saturdays.	Principal Assistant Principal	Local Funds 199, Title 1 Funds 211	October 2018- April 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

### Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2017-2018 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 2018-July 2019	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. Curriculum nights will be implemented in PK-5th.	Principal Assistant Principal Counselor Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2018 November 2018 January 2019 February 2019	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 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2017-2018 STAAR

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Campus Goals specific each subgroup	Principal Assistant Principal Teachers	, State Comp 199, SCE, Migrant 212 , Title III 263, SpEd 224	June 2018- May 2019	District and Campus Goals for 2018-2019	S, BMs, STAAR, TELPAS	Title 1 - #2	Title 1 - #9
Campus administrators will prepare campus level data to develop action plans to target areas of concern	Camps Leadership Team	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	July 2018 – May 2019	Student progress profiles, DMAC Reports, Campus Data Reports	Student achievement gains, closing achievement gaps	CBAS, BMs, STAAR, TELPAS, TPRI	Title 1 – IV, #2, #8
Special population data will be reviewed following each district-level CBA and Benchmark for progress toward Mastery or Grade Level performance.	Campus Leadership Team, Teachers, Directors	Title 1 Funds, Local Funds 199, State Comp. 166, State Bilingual, SpEd 162	October 2018 – April 2019	Special populations, Data Templates, Individual Learning profiles	Student achievement gains, closing achievement gaps	CBAS, BMs, STAAR, TELPAS	Title 1 - #2 8
Professional development training in data analysis will be provided for all teachers	Executive officers for elementary	Lead4Ward, Regional Reports, Comparison, Title I, II funds	August 2018-May 2019	Agendas and Sign in Sheets PowerPoint	Student achievement gains, closing achievement gaps	CBAS, BMs, STAAR, TELPAS, Weekly- mini assessment	Title I-IV #4

**Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2017-2018 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
45 minute academic interventions, afterschool tutorials, and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and BM	Principal Assistant Principal Teachers	199, Title I, 211, State Comp 166, State Bilingual Sped 162	June 2018- May 2019	District and Campus Goals for 2018-2019	S, BMs, STAAR, TELPAS	Title 1 - #9	Title 1 - #9
Communication will be conducted following each district level BM to inform parents of students in the identified subgroups of interventions available.	Camps Administrator, Teacher	Local 199, Title I 211, State Comp 166, Migrant 212, Bilingual Sped 162	July 2018 – May 2019	Phone logs, sign in sheets, campus letter, tutoring permission slips	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 – #5
Monitoring of the progress of at risk student will be done immediately following each CBA and BM additional tutoring/reinforcement to students identified at risk of failing STAAR	Teacher Administrator	Title 1	October 2018 – April 2019	Principal Data Binder	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 – 1 & #2
Monitoring of the progress of Special Education students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of	Teacher Administrator	Lead4Ward, Regional I Reports, Comparison, Title I, II funds	August 2018-May 2019	Agendas and Sign in Sheets powepoint	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly- mini assessment	Title I-IV #4

**Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2017-2018 STAAR

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Monitoring of the progress of ELL student will be done immediately following each CBA and BM additional tutoring/reinforcement to students identified at risk of failing STAAR	Teacher Administrator	Title 1	October 2018 – April 2019	Principal Data Binder	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 – 1 & #2
Monitoring of the progress of Migrant students will be done immediately following each CBA and BM. Additional tutoring/reinforcement to students identified at risk of failing STAAR	Teacher Administrator	Title 1	August 2018-May 2019	Agendas and Sign in Sheets PowerPoint	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly- mini assessment	Title 1 , 2

### Raul Longoria Elementary Goal 1: Improve Student Academic Achievement (Domain 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 CLL Teachers	Local Funds 199	October 2018	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 CLL Teachers	Local Funds 199	August 2018 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 CLL Teachers	Title 1 211, Local Funds 199	August 2018- May 2019	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 DMAAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group.	Principal Assistant Principal CLL Teachers	Title 1 211, Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide attend continuous staff development sessions in the area of reading Dr. Diana Ramirez, Forde Ferrier SSRW	Principal, Assistant Principal, CLL	Title 1 211, Local Funds 199	August 2018 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 Elementary Goal 1: Improve Student Academic Achievement (Domain 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 2018	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.	CLL Principal	Title III 263	August 2018	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 2018	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 ISTATION and CIRCLE Computer Programs to facilitate to measure student academic level, imagine Learning	Principal Assistant Principal CLL	Title 1 211	September 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, ISTATION, CIRCLE	Title 1 - #4



**Raul Longoria Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 2)**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
A minimum of 3 compositions per semester will be required at each grade level	Principal Assistant Principal CLL Teachers	Title 1 211, Local Funds 199	August 2018-May 2019	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	
STAAR Connected questions will be developed/ revised for all literary selections (all genres)	Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2018 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 developed and used district-wide. Write from the beginning resources will be used to enhance the writing process	Teachers	Title 1 211, Local Funds 199	August 2018 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	
One aligned CBA and two district benchmarks will be administered	Principal Assistant Principal CLL Teachers	Title 1 211, Local Funds 199	Summer 2018 and on-going	Completed DOK questions in the Curriculum documents SQRL 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 Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 2)**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Teachers will receive Figure 19 Training to implement in the classroom aligned with STAAR level of exposure.	District Training CLL Teachers	Diana Ramirez	September 2018- May 2019	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	
CBA & Benchmark 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 2018-May 2019	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	
CBA & BM data will be used to inform tutorial lessons and to identify spiraled skills.	Teachers Bill McDonald Presenter	Title 1 211, Local Funds 199	August 2018-May 2019	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	
Emphasize the existing Lang. Arts program that include strategies and activities aligned to TEKS Thinking Maps, Graphic Organizers, SSRW, AR, TPR	Teachers	Title 1 211, Local Funds 199	Summer 2018-May 2019	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	
Teachers will have fluency checks on students struggling to read and will align their small group to differentiate levels of reading.	Teachers	Title 1 211, Local Funds 199	Summer 2018-May 2019	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 Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 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
Reinforce writing across the curriculum and grade levels	Principal Assistant/Principal CLL	Title 1 211, Local Funds 199	October 2018 November 2018 January 2019 February 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will conduct reading biweekly (1st-3rd) fluency checks and will use the data to diff. Instruction accordingly	Principal Assistant/Principal CLL Teachers	Title 1 211, Local Funds 199	August 2018-May 2019	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	
Teachers will identify level of reading. They will differ instructing using leveled readers in English and Spanish. Teachers will also utilize manipulatives during small group instruction.	Teachers	Title 1 211, Local Funds 199	Summer 2018-May 2019	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 Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 2)**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
CIF strategies will be integrated into Sharon wells and pearlized math curriculum	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	June 2018-May 2019	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 attend all district training on TEKS analysis to determine the depth and complexity of each student expectation	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2018 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 attend al training on unpacking the Math TEKS and analyzing data and continued training during CLCs	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2018 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 BM will be administered district wide.	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	October 2018 November 2018 January 2019 February 2019	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 Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 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 reviewed and used to guide tutorial lessons and to identify spiraled skills	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2018-May 2019	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	
All assessment data will be used to identify students in need of extended learning opportunities	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2018-May 2019	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	
Attend provided Sharon Wells training on effective teaching strategies for all teachers.	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2019-May 2018	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics Curriculum will include CIF strategies, Sharon Wells, and pearlized math.	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2018-May 2019	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 Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 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 receive training on unpacking the math TEKS, analyzing data during CLCs	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2018-May 2019	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	
One aligned CBA and two district BM will be administered district wide	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2018-May 2019	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	
CBA & BM data will be used to inform tutorial lessons and to identify spiraled skills.	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2019-May 2018	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 Elementary Goal 2: Improve Student Progress in Reading and Math (Domain 2)**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	District Representatives	Title 1 Funds	August 2018- May 2019	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 2018- May 2019	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will utilize different math manipulatives and anchor charts to provide concrete strategies and visual representations for students to use in the classroom.	Teachers	Title 1 Funds	August 2018- May 2019	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will utilize multiple types of resources for test preparation in Math such as: Kamico, Motivation, Measuring Up, Rally, Teksing Towards Staar, STAAR Ready, and Forde Ferrier	Teachers	Title 1 Funds	August 2019- May 2018	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

<b>Raul Longoria Elementary 3: Close the student achievement gap among all populations. (Domain 3)</b>							
<b>Objective 1: Decrease the student achievement gap among all subgroups (Index 3).</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Nonlinguistic Representation Activities</li> <li>• Frayer model</li> <li>• Interactive Word Walls</li> <li>• Thinking Maps</li> <li>• Graphic Organizers</li> <li>• Voyager Program</li> <li>• REACH Program</li> <li>• Herman Method</li> <li>• Imagine Learning</li> <li>• Velocity</li> <li>• TPRI/Tejas LEE Strategies</li> <li>• CIRLCE</li> <li>• Focus Walls</li> <li>• Anchor Charts</li> </ul>	Teachers, Campus Principals, CL, Special Education Teachers	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	August 2018- May 2019	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBA's, BM's, STAAR, TELPAS, ISTATATION, TPRI/TEJAS LEE, CIRLCE	



<b>Raul Longoria Elementary Goal 3: Close the student achievement gap among all populations. (Domain 3)</b>							
<b>Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title 1 Schoolwide Components</b>
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, CLL Counselor	Title 1 211, Local Funds 199 Special Ed 224	August 2019- May 2018	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, ISTATIION, TPRI/TEJAS LEE, CIRCLE	
Monitor campus implementation of accommodations, inclusion support and interventions to accelerate student progress	Principals, All Teachers, CLL Counselor	Title 1 211, Local Funds 199 Special Ed 224	August 2018- May 2019	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATIION, TPRI/TEJAS LEE, CIRCLE	
Monitor implementation of ELPS strategies to accelerate the progress of ELLs	Principals, All Teachers, CLL Counselor	Title 1 211, Local Funds 199 Title III 224	August 2018- May 2019	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATIION, TPRI/TEJAS LEE, CIRCLE	
Serve the academic and social needs of sub groups through tutorials, counseling services, extracurricular and school organizations.	Principals, All Teachers, CLL, Counselor	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2018- May 2019	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATIION, TPRI/TEJAS LEE, CIRCLE	

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

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Review 504 students performance and progress and provide accommodations and interventions.	Principals, All Teachers, CLL, Counselor	Title 1 211, Local Funds 199	August 2018- May 2019	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBA's, BMs, STAAR, TELPAS	
Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 committee.	Principals, Dyslexia Teacher, CLL, Counselor	Title 1 211, Local Funds 199	August 2018- May 2019	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBA's, BMs, STAAR, TELPAS	
Using data room, principal will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional intervention.	Principals, Teachers	SCE	August 2018- August 2019	Summer school rosters, tutorial schedules, log in sheets		CBA's, BMs, STAAR, TELPAS, Graduation rates	

**Raul Longoria Elementary Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.**

**Objective 1: Increase the number of students at the meets and mastery level on STAAR.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
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 CLL	Local Funds, Title 1 Funds	Summer 2019 (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
Parent meetings geared toward knowledge of state assessments will be held (STAAR , TELPAS)	Principal Assistant Principal Teachers CLL	Local Funds, Title 1 Funds	June 2018 (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
Attend training for all staff members (principals, teachers, CLL) on TEKS analysis to determine depth and complexity of each student expectation.	Principal Assistant Principal Teachers CLL	Local Funds, Title 1 Funds	June 2018 – May 2019	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 CLL	Local Funds, Title 1 Funds	June 2018-April 2019	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 Elementary 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)**

**Objective 1: Increase the number of students at the meets and mastery level on STAAR.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Two Aligned CBAs and two district BM will be administered	Principal Assistant Principal Teachers CLL	Local Funds 199	October 2018(ongoing)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the domains distinguished awards are calculated.	Principal Assistant Principal Teachers CLL	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	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
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on STAAR assessment.	Principal Assistant Principal Teachers CLL	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	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 Elementary 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)**

**Objective 1: Increase the number of students at the meets and mastery level on STAAR.**

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 CLL	Local Funds, Title 1 Funds/ SCE	August 2018-May 2019	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 Elementary Goal 5: Family and Community Involvement**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Parent Orientation (ExPO)	Principal Assistant Principal Parent Educators	Local Funds, Title I Funds	August 2018 - May 2019	Sign-in Sheets	Parent Surveys		Title I - #4, #6
Parent meetings geared toward knowledge of standardized testing.	Parent Educators	Title I Funds	August 2018 - May 2019	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I - #4, #6
Parent Orientation Monthly PAC Meetings BI monthly parenting meetings Parental volunteer recruitment.	Principal Assistant Principal	Local Funds, Title I Funds	August 2018 - May 2019	Sign-in Sheets	Parent Surveys		Title I - #4, #6

**Raul Longoria Elementary 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 CLL Parent Educator	Title I Funds	August 2018- May 2019	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 CLL Parent Educator	Title I Funds	August 2018-May 2019	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I-#2, #9
Host a title 1 advisory council meeting through out the year (PAC) Title 1 program Migrant program School nurse School truancy liaison Police dept. Crime victim liaison School counselor Public health clinic Nutritionist Dental hygiene Provide snacks for parents	Teachers Principal Assistant Principal CLL Parent Educator	Title I Funds	August 2018-May 2019	Sign in Sheets Telephone Logs	BM scores, CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee,	Title I2 , 9

**Raul Longoria Elementary Goal 5: Family and Community Involvement**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Modify adult volunteer services program to include students @ all level	Parent Educator	Local Funds, Title I Funds	May 2019	Volunteer sign-in card	Tally of Volunteer hours		Title I - #9
Partner with National Honors Society Program to engage students in community service projects	CLL, Principal Assistant Principal	Local Funds, Title I Funds	August 2018- May 2019	Registration forms, MOU'S, Projects Participation Forms	Tally of volunteer hours On a monthly basis		Title I - #9
Partner with different community sponsors/partner businesses to provide students the opportunity to be in a Minitropolis Campus as Kodiakville.	CLL, Principal Assistant Principal Teachers Counselor All STAFF	Local Funds, Title I Funds	August 2018- May 2019	Ledgers Human Resources logs Projects Participation Forms	Tally time of student volunteer hours Biweekly		Title I - #9



**Raul Longoria Elementary Goal 5: Family and Community Involvement**

**Objective 4: Increase Parental Involvement on Campus**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Host monthly school functions where parents are involved in their child's education.	Parent Educator Principal Assistant Principal Teachers CLL Counselor	Local Funds Title I funds	August 2018- May 2019	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 CLL Counselor	Local Funds Title I funds	August 2018- May 2019	Sign-In Sheets School Website Gallery	Parent Surveys		Title I- #6, #10
Host Meetings to inform parents of 5 <sup>th</sup> Grade students about SSI requirements for passing STAAR State Assessment	Parent Educator Principal Assistant Principal Teachers CLL Counselor	Local Funds Title I funds	August 2018- May 2019	Sign-In Sheets	Parent Surveys		Title I- #6, #10

**Raul Longoria Elementary 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
<p>Campus Instructional Technologist will work directly with teachers to integrate technology into curriculum.</p>	<p>CIT Principal Assistant Principal</p>	<p>Software, hardware, and professional development</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More technology projects in core classes.</p>	<p>Instructional Technology Department reviews.</p>	
<p>PSIA 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.</p>	<p>Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers</p>	<p>Software, hardware, and professional development</p>	<p>Ongoing. This is a strategy that is carried out year-round and in the summers.</p>	<p>Sign-in sheets An increase in the number of technology literate and English Proficient parents</p>	<p>Increase in the number of Technology Literate parents, and community members.</p>		

**Raul Longoria Elementary 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 2018- May 2019	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. Imagine Learning	Teachers Computer Lab Manager Librarian	AR Imagine Learning Learning.com	August 2018-May 2019	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 MIMIO Imagine Learning LIGHTSPEED EDUSMART PROMETHEAN BOARDS ILEARNING.COM	August 2018-June 2019	Walkthroughs Lesson Plans	Increase student exposure, knowledge, and interaction	Reports from programs	

**Raul Longoria Elementary 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.	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 2018-June 2019	Walk-throughs LAB usage logs	Increase in student achievement		

**Raul Longoria Elementary 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, Class Dojo, and district Intranet	August 2018- May 2019	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.		

**Raul Longoria Elementary 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 2018-May 2019</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 Elementary 7: Create a Safe School Culture and Climate.**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Training for Teachers on student referral protocols, de-escalation and restorative practices	Principal, Counselor	Local Funds	August 2018- June 2019	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 2018- June 2019	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Teachers on MTSSB implementation of Tier I and Tier II expectations.	Principal, Counselor	Local Funds	August 2018- June 2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Teachers will implement MTSSB expectations throughout daily instruction and every site of the school.	All Staff	Local Funds	August 2018- June 2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10

**Raul Longoria Elementary 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>Assist individual student needs ( medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-coordinate with social services agencies</li> <li>-provide referral for services</li> </ul>	<p>Nurse</p> <p>Principal</p> <p>Parents</p> <p>Teachers</p> <p>Counselor</p>	<p>-SCE and TI, School based clinic</p> <p>NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>August 2018- June 2019</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Increase use of national clinical guidelines for asthma by health care providers.</li> <li>-Improve communication between schools, clinics and parents.</li> <li>-Ensure that all staff is trained about asthma symptoms, triggers and resources</li> </ul>	<p>Nurse</p> <p>Principal</p> <p>Parents</p> <p>Teachers</p> <p>Counselor</p>	<p>-National Asthma Education and Prevention Program</p> <p>-Asthma and Allergy Foundation of America</p> <p>-Local health care providers</p>	<p>August 2018- June 2019</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness</p> <p>Peak flow meters available for all asthmatic by health services</p> <p>Assist with all medical asthmatic needs when needed</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>



**Raul Longoria Elementary 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>Action Steps:</p> <ul style="list-style-type: none"> <li>-Use a common or national outcome measures and/or tool to assess well-being.</li> <li>-Develop and disseminate a best-practices document for community providers.</li> <li>-Refer children to the appropriate medical services (school based clinics)</li> </ul> <p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Continued use of the bullying/suicide box</li> </ul>	<p>Nurse Principal</p>		<p>August 2018- June 2019</p>				
<p>Increase the safety of all students and staff</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-The Emergency Response Plan/Team will be revised and modified annually</li> <li>-Training for staff on managing students while emergency is taking place</li> </ul>	<p>Nurse Principal Counselor</p>	<ul style="list-style-type: none"> <li>-Behavioral Centers</li> <li>-PSJA LPC</li> </ul>	<p>August 2018- June 2019</p>	<p>Drills run yearly throughout district</p>	<p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
	<p>Nurse Principal Crisis Intervention Team</p>	<ul style="list-style-type: none"> <li>-Emergency medical services from Pharr, San Juan and Alamo</li> </ul>	<p>August 2018- June 2019</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

**Raul Longoria Elementary 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>Provide a school environment free of drugs and violence.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Develop partnerships with parents to establish the responsibilities of each.</li> <li>-Resource referrals to programs to deal with pupils at risk</li> <li>-Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</li> </ul>	<p>Principal Assistant principal Counselor</p>	<ul style="list-style-type: none"> <li>-Texas Tropical Behavioral Centers</li> <li>-Police Departments</li> </ul>	<p>August 2018- June 2019</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Promote the development of each student as a whole person.</p> <ul style="list-style-type: none"> <li>-Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship.</li> <li>-Encourage the participation rate in extracurricular activities.</li> </ul>	<p>Principal Assistant principal Counselor</p>	<ul style="list-style-type: none"> <li>-Athletic Department</li> <li>-LPC</li> </ul>	<p>August 2018- June 2019</p>	<p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic Visits</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

**Raul Longoria Elementary 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
Refer children to the appropriate medical services (school based clinics)	Principal Assistant principal Counselor	-Texas Tropical -Behavioral Centers -Police Departments	August 2018- June 2019	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
Provide support services including deterrent of bullying emotional abuse suicide risk.	Principal Assistant principal Counselor	-Athletic Department -LPC	August 2018- June 2019	Ongoing one to one assistance of emotional needs, Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

**Raul Longoria Elementary 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.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
The Emergency Response Plan/Team will be revised and modified annually	Principal Assistant principal Counselor	-Texas Tropical -Behavioral Centers -Police Departments	August 2018- June 2019	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
Provide a school environment free of drugs and violence. Promote and implement Red Ribbon Week Activities.	Principal Assistant principal Counselor	-Athletic Department -LPC	August 2018- June 2019	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10
Strengthen personal growth self esteem, responsible behavior, youth development and citizenship	Administration, counselor, nurse, staff	PAL	August 2018- 2019	Ongoing assistance, trusting relationship and rapport with student	Student participation in extracurricular activities	Side by side data analysis	Title 1 #10

**Raul Longoria Elementary 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"> <li>- Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.</li> <li>-SHAC along will coaches will constantly try to improve amount of physical activity in school setting.</li> <li>-Develop policies that support healthy eating and physical activities.</li> <li>-Become a Healthy USA School and complete the challenge.</li> <li>-Provide public awareness, provide educational materials and appropriate referrals.</li> </ul>	<ul style="list-style-type: none"> <li>-Nurse</li> <li>Coaches</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>-Child nutrition department</li> <li>-Coaching staff</li> <li>-Dietician DHR school based clinic</li> </ul>	<p>August 2018- June 2019</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 Elementary Goal 7: Create a Safe School Culture and Climate.**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidences of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Ensure that all daily security/safety audits are in compliance with the districts mandates	Principal All Staff	Local Funds	August 2018- June 2019	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 2018- June 2019	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 Elementary Goal 7: Create a Safe School Culture and Climate.**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Vide staff development for classroom management, student behavior and safety.	Principal All Staff	Local Funds	August 2018- June 2019	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Provide opportunities for professional growth through conferences, trainings and mentors.	Principal Asst. Principal	Local Funds	August 2018- June 2019	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 Elementary Goal 7: Create a Safe School Culture and Climate.**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal Office Staff Teachers	Local Funds	August 2018- June 2019	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-DistrictDashboard Data Reports -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 2018- June 2019	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, weekly, 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 2018- June 2019	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, weekly, 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 Elementary Goal 7: Create a Safe School Culture and Climate.**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Perfect attendance rewards every six weeks.	Administration Teachers	Local Funds	August 2018- June 2019	Teacher perfect attendance rosters Grade level/movie holding room list	PEIMS report	Comparison report	Title 1--#10
Dance with individual students rewards	Administration,	Local Funds	August 2018- June 2019	Award Certificate	PEIMS report	Comparison report.	Title 1--#10
Students with consecutive/excessive absences and tardies.	Parent Educator	Local Funds	August 2018- June 2019	Correspondence, Phone call logs.	PEIMS Report	Comparison report	Title 1--#10

**Raul Longoria Elementary 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
<p>Implement effective accountability measures of attendance and address program evaluation</p> <ul style="list-style-type: none"> <li>School messenger</li> </ul>	Principal Office Staff	Local Funds	August 2018-June 2019	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
<p>Provide consistent student support and guidance through school personnel to ensure student academic success.</p>	Principal All Staff	Local Funds	August 2018-June 2019	School Community Liaison Program Personnel eSchool Data	Increase in student achievement through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

**Raul Longoria Elementary 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	CL, principal, assistant principal, mentor	Experience teachers that have been trained as mentors	August 2018-May 2019	<ul style="list-style-type: none"> <li>Mentor logs</li> </ul>	<ul style="list-style-type: none"> <li>Increase in teacher satisfaction and moral improvement in student performance</li> </ul>	<ul style="list-style-type: none"> <li>McREL Evaluation Student Academic performance rigor/relevance rubric</li> </ul>	
Enhance Motivation and positive attitudes for staff: <ul style="list-style-type: none"> <li>Provide Recognition for teacher efforts</li> <li>Implement staff appreciation week</li> <li>Attendance Recognition</li> <li>Staff of the Month Recognition</li> </ul>	Principal Assistant Principal Counselor	Title I	August 2018-May 2019	Staff Retention	<ul style="list-style-type: none"> <li>Staff retiring from district</li> </ul>	<ul style="list-style-type: none"> <li>More experience workforce</li> </ul>	
<ul style="list-style-type: none"> <li>Recruit and Retain Highly Qualified staff through:</li> <li>Designate interview committee</li> <li>Follow committee criteria for hiring</li> <li>Grade Level Recommendations</li> <li>Participate in District Job Fair</li> <li>Verify previous employee references</li> <li>Verification of certification fingerprint and background check</li> </ul>	Principal	Title I Local	August 2018-Ongoing	Retention Rate of district staff Higher Staff moral	<ul style="list-style-type: none"> <li>Improve student academic scores</li> <li>Improvement in quality of teaching</li> </ul>	<ul style="list-style-type: none"> <li>Staff Retention Reports</li> </ul>	

**Raul Longoria Elementary 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 13 Invest in Innovation funds	August 2018- May 2019	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 13 Invest in Innovation funds	August 2018- May 2019	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>	Instructional Coaches Principal Assistant Principal Mentor	Local funds 13 Invest in Innovation funds	August 2018- May 2019	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 Elementary 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	CLL Principal Assistant Principal Mentor	Experience that teachers that have been trained as mentors.	Aug. 2018 –May 2019	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	CLL Principal Assistant Principal Mentor	Title One Local Funds	August 2018- May 2019	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	
Attend Principals, training on interviewing, documentation of teachers	CLL	Title One Local Funds	August 2018- May 2019	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	
Ensure participation, as needed in New teacher professional development and CLL support for those in need to improve delivery of classroom instruction.	CLL	Title One Local Funds	August 2018- May 2019	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 STAAR Accountability 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  
2018-2019



# INTEGRATED CAMPUS CHECKLIST



**Raul Longoria Elementary  
INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST**

**CIP Criteria**

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



Raul Longoria Elementary  
**INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST**



- 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? ✓ -
- Strategies for attracting highly qualified staff? ✓ -
- 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? ✓ -
- Professional development: activities designed to improve the teaching of academic subjects and enable all students to pass TAKS/SDAA? ✓ -
- 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? ✓ -
- 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? ✓ -
- Strategies to ensure coordination of federal, state, and local services and programs, and integration with the school wide program? ✓ -
- 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? ✓ -
- A list of Local, State, and other federal programs that will be coordinated and integrated with the school wide program? ✓ -



Raul Longoria Elementary  
**INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST**

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

Raul Longoria Elementary  
2018-2019



**COLLEGE**  
READY. CONNECTED. COMPLETE.

# SCE BUDGET

Raul Longoria Elementary  
2018-2019



**COLLEGE**  
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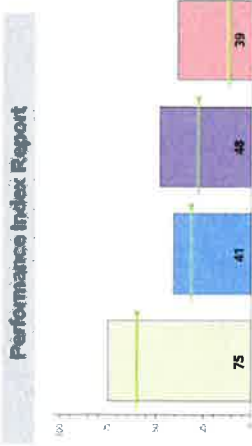
# 2018 ACCOUNTABILITY REPORT

**TEXAS EDUCATION AGENCY**  
**2017 Accountability Summary**  
**RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD**

**Accountability Rating**  
**Met Standard**

<b>Met Standards on</b>	<b>Did Not Meet Standards on</b>
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2017, to receive a Met Standard on New Standards, Standard, state, within per campuses must meet targets on three indexes: index 1, or index 2 and index 3 and index 4.



**Distinction Designation**

**Academic Achievement in ELA/Reading**  
**NO DISTINCTION EARNED**

**Academic Achievement in Mathematics**  
**NO DISTINCTION EARNED**

**Academic Achievement in Science**  
**DISTINCTION EARNED**

**Academic Achievement in Social Studies**  
**NOT ELIGIBLE**

**Top 25 Percent Student Progress**  
**NO DISTINCTION EARNED**

**Top 25 Percent Closing Performance Gaps**  
**DISTINCTION EARNED**

**Postsecondary Readiness**  
**NO DISTINCTION EARNED**

**Campus Demographics**

Campus Type	Elementary
Campus Size	660 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	93.5
Percent English Language Learners	49.4
Mobility Rate	23.2
Percent Served by Special Education	5.0
Percent Enrolled in an Early College High School Program	0.0

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	453	603	75
2 - Student Progress	329	800	41
3 - Closing Performance Gaps	380	800	48
4 - Postsecondary Readiness	390	800	49
STAAR Score			
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		
<b>Total</b>			<b>39</b>

**System Safeguards**

<b>Number and Percentage of Indicators Met</b>	
Performance Rates	16 out of 16 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>24 out of 24 = 100%</b>

Raul Longoria Elementary  
2018-2019



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# TEXAS ACADEMIC PERFORMANCE REPORT 2018

Raul Longoria Elementary  
2018-2019



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# 2018 – 2019 PROGRAM LIST





Raul Longoria Elementary  
2018-2019



# AT-RISK LIST

Raul Longoria Elementary  
2018-2019



# PARENT/ STUDENT/ TEACHER COMPACT

Raul Longoria Elementary

2018-2019

**SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN**



**COLLEGE**  
READY. CONNECTED. COMPLETE.

September 10<sup>th</sup> 2018

By May 2019, 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

2018-2019

**SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN**

**Campus Plan Approval Minutes**

December 15, 2017

**Meeting was called to order by Mrs. Rosalina Borrego, Principal. Presentation of campus plan rough draft was conducted by Mrs. Rosalina Borrego 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. Principal 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**  
**2018-2019**  
**SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN**

<p><b><u>School Administration</u></b>          Rosalina Borrero, Principal          Elisa Aguilera, Asst. Principal          Martha Gomez , Counselor</p> <p><b><u>Para-Professional</u></b>          Catalina Ceja</p> <p><b><u>Support Staff</u></b>          Martin Pena</p> <p><b><u>Community Member</u></b>          Cynthia Sandoval</p>	<p><b><u>Professionals</u></b>          Karla Gutierrez- PK          Diana Ochoa- Kinder          Alisa Garza- 1<sup>st</sup> Grade          Gloria Tovar- 2<sup>nd</sup> Grade          Sylvia Garcia- 3<sup>rd</sup> Grade          Anabelly Segura-4<sup>th</sup> Grade          Laura Ornelas- 5<sup>th</sup> Grade          Lorena De La Cruz- Resource</p> <p><b><u>Resource</u></b>          Jessica Castillo</p> <p><b><u>Parent</u></b>          Maria Antonietta Vasquez</p>
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