

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Raul Longoria Elementary
CAMPUS IMPROVEMENT PLAN
2019-2020

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.



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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

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 fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded in the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties of the people. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supported that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

- 1: Parents will be full partners with educators in the education of their children.
- 2: Students will be encouraged and challenged to meet their full educational potential.
- 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- 4: A well-balanced and appropriate curriculum will be provided to all students.
- 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- 6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- 8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- 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:

prehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1111(b)(1) based on information which includes the achievement of children in relation to the State academic content standards and the State s ic achievement standards described in section 1111(b)(1).

l wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student acad ment, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies f ds of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State studer ment standards who are members of the target population of any program that is included in the school wide program.

ction by highly qualified teachers.

ordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and ifessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State ic achievement standards.

egies to attract high-quality teachers to high-need schools.

egies to increase parental involvement in accordance with section 1118, such as family literary services.

for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, school program, to local elementary school programs.

ures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to prov tion on, and to improve, the achievement of individual students and the overall instructional program.

ities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standar on 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student diff ed on a timely basis and to provide sufficient information on which to base effective assistance.

rdination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence f ns, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

RAUL LONGORIA ELEMENTARY

School Administration

Dr. Rosalina Garcia-Borrego, Principal

Elisa Aguilera, Asst. Principal

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

Campus Performance Objective Council 2019-2020

School Administration

Dr. Rosalina Garcia-Borrego, Principal
Elisa Aguilera, Asst. Principal
Elisabeth Brown, Counselor

Para-Professional

Ceja, Catalina

Support Staff

Peña, Martin

Community Member

Sandoval, Cynthia

Professionals

Gutierrez, Karla- PK
Isaacs, Karin - Kinder
Garza, Alisa- 1st Grade
Tovar, Gloria- 2nd Grade
Garcia, Sylvia- 3rd Grade
Segura, Anabelly-4th Grade
Ornelas, Laura- 5th Grade
Espericueta, Roberta - CLL

Resource

Villa, Marlet - At-Risk Teacher

Parent

Vasquez, Maria Antonieta

Comprehensive Needs Assessment

Data Resources Reviewed

2019- 20 STAAR Campus TAPR

TELPAS Scores

TPRI / Tejas Lee Data

Circle Data

2019 - 20 Attendance

PEIMS Demographics

Parental Involvement Data

2019-2020 Raul Longoria Elementary

STAAR

Data Analysis

2019-2020 Raul Longoria Elementary

DOMAIN #1: Student Achievement

Comprehensive Needs Assessment



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aphics Summary

iding

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

t in the **2019 STAAR** assessments, the results show an achievement gap as follows:

.A/Reading group passing rate in the **All Subjects** areas (% at **Approaches**) at Raul Longoria Elementary was at 32%, falling behind the **All** population(82%) by 18-19 school year.

.A/Reading group passing rate in the **All Subjects** areas (% at **Meets**) at Raul Longoria Elementary was at 11 %, falling behind the **All** population(45%) by 34% 18-19 school year.

.A/Reading group passing rate in the **All Subjects** areas (% at **Masters**) at Raul Longoria Elementary was at 5%, falling behind the **All** population(19%) by 14 % 18-19 school year.

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t in the **2019 STAAR** assessments, the results show the following strength:

Reading group passing rate in the **All Subjects** areas (% at **Approaches**) at Raul Longoria Elementary was at 32% and will continue to work towards progress.

Comprehensive Needs Assessment



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Mathematics Summary

Mathematics

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

In the **2019 STAAR** assessments, the results show an achievement gap as follows:

Mathematics group passing rate in the **All Subjects** areas (% at **Approaches**) at Raul Longoria Elementary was at 42%, falling behind the **All** population(85%) by 43% in 2018-19 school year.

Mathematics group passing rate in the **All Subjects** areas (% at **Meets**) at Raul Longoria Elementary was at 11 %, falling behind the **All** population(53%) by 42% in 2018-19 school year.

Mathematics group passing rate in the **All Subjects** areas (% at **Masters**) at Raul Longoria Elementary was at 5%, falling behind the **All** population(5%) by 23% in 2018-19 school year.

ii:

In the **2019 STAAR** assessments, the results show the following strength:

Mathematics group passing rate in the **All Subjects** areas (% at **Approaches**) at Raul Longoria Elementary was 42% and will continue to make progress.

Comprehensive Needs Assessment



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aphics Summary

Following sources from across the campus were used to review the **Writing** 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 Resources department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate instructional setting.

In the **2019 STAAR** assessments, the results show an achievement gap as follows:

Writing group passing rate in the **All Subjects** areas (% at **Approaches**) at Raul Longoria Elementary was at 17%, falling behind the **All population**(68%) by 51% in 2019 school year.

Writing group passing rate in the **All Subjects** areas (% at **Meets**) at Raul Longoria Elementary was at 0%, falling behind the **All population**(29%) by 29% for the 2019 school year.

Writing group passing rate in the **All Subjects** areas (% at **Masters**) at Raul Longoria Elementary was at 0%, falling behind the **All population**(5%) by 5% for the 2019 school year.

ii:

In the **2019 STAAR** assessments, the results show the following strength:

Writing group passing rate in the **All Subjects** areas % at **Approaches**) at Raul Longoria Elementary was at 17% and will continue to work towards progress.

Comprehensive Needs Assessment



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#1

Mathematics Summary

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

In the **2019 STAAR** assessments, the results show an achievement gap as follows:

Science group passing rate in the **All Subjects** areas (% at **Approaches**) at Raul Longoria Elementary was at 29%, falling behind the **All** population(88%) by 59% in 2019 school year.

Science group passing rate in the **All Subjects** areas (% at **Meets**) at Raul Longoria Elementary was at 14%, falling behind the **All** population(65%) by 51% for the 2019 school year.

Science group passing rate in the **All Subjects** areas (% at **Masters**) at Raul Longoria Elementary was at 0%, falling behind the **All** population(34%) by 34 % for the 2019 school year.

ii:

In the **2019 STAAR** assessments, the results show the following strength:

Science group passing rate in the **All Subjects** areas (% at **Approaches**) at Raul Longoria Elementary was at 29% and will continue to make progress.

Comprehensive Needs Assessment



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aphics Summary :ducation:

Following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: State 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 special education students to ensure that the general curriculum meets the needs of our special education students. Professional development will also be coordinated with the general education department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

In the **2019 STAAR** assessments, the results show an achievement gap as follows:

In the **2019 STAAR** assessments, the results show an achievement gap as follows:
Special Education group passing rate in the **All Subjects** areas (% at **Approaches**) at Raul Longoria Elementary was at 33 %, falling behind the **All** population(82%) in the 2018-19 school year.

Special Education group passing rate in the **All Subjects** areas (% at **Meets**) at Raul Longoria Elementary was at 10%, falling behind the **All** population(48%) by : in the 2018-19 school year.

Special Education group passing rate in the **All Subjects** areas (% at **Masters**) at Raul Longoria Elementary was at 4%, falling behind the **All** population(22%) by : in the 2018-19 school year.

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In the **2019 STAAR** assessments, the results show the following strength:

Special Education group passing rate in the **All Subject** (% at Approaches) at Raul Longoria Elementary was 33% and will continue to make progress.

Comprehensive Needs Assessment



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aphics Summary ducation:

Following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: SPP, 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 Special Education students. Professional development will also be coordinated with the general education department to ensure that all general education teachers are well versed in best practices that support the learning of Special Education students.

In the 2019 STAAR assessments, the results show an achievement gap as follows:

Special Education group passing rate in **ELA/Reading** (% at **Approaches**) at Raul Longoria Elementary was at 32%, falling behind the **All population**(82%) by 50% in the 2019 school year.

Special Education group passing rate in **ELA/Reading** (% at **Meets**) at Raul Longoria Elementary was at 11%, falling behind the **All population**(45%) by 34% for the 2019 school year.

Special Education group passing rate in the **ELA/Reading** (% at **Masters**) at Raul Longoria Elementary was at 5%, falling behind the **All population**(19%) by 14% for the 2019 school year.

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In the 2019 STAAR assessments, the results show the following strength:

Special Education group passing rate in **ELA/Reading** areas (% at **Approaches**) at Raul Longoria Elementary was 32% and will continue to make progress.

Comprehensive Needs Assessment



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Special Education Summary

Following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: State 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 special education students to ensure that the general curriculum meets the needs of our special education students. Professional development will also be coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

In the **2019 STAAR** assessments, the results show an achievement gap as follows:

Special Education group passing rate in **Mathematics** (% at **Approaches**) at Raul Longoria Elementary was at 42%, falling behind the **All population**(85%) by 43% in 2019 school year.

Special Education group passing rate in **Mathematics** (% at **Meets**) at Raul Longoria Elementary was at 11 %, falling behind the **All population**(53%) by 42 % for 2019 school year.

Special Education group passing rate in **Mathematics** (% at **Masters**) at Raul Longoria Elementary was at 5%, falling behind the **All population**(28%) by 23% for 2018-19 school year.

In the **2019 STAAR** assessments, the results show the following strength:

Special Education group passing rate in **Mathematics** areas (% at **Approaches**) at Raul Longoria Elementary was 42% and will continue to make progress.

Comprehensive Needs Assessment



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aphics Summary

ducation:

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

Based on the 2019 STAAR assessments, the results show an achievement gap as follows:

Special Education group passing rate in **Writing** (% at Approaches) at Raul Longoria Elementary was at 17%, falling behind the **All** population(68%) by 51% for the school year.

Special Education group passing rate in **Writing** (% at Meets) at Raul Longoria Elementary was at 0 %, falling behind the **All** population(29%) by 29% for the 2019 school year.

Special Education group passing rate in the **Writing** (% at Masters) at Raul Longoria Elementary was at 0%, falling behind the **All** population(5%) by 5% for the 2019 school year.

Based on the 2019 STAAR assessments, the results show the following strengths:

Special Education group passing rate in the **Writing** areas (%at Approaches) at Raul Longoria Elementary was 17% and will continue to make progress.

Comprehensive Needs Assessment



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aphics Summary

ducation:

Following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: SPP, 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 Special Education students to ensure that the general curriculum meets the needs of our special education students. Professional development will also be coordinated with the general education department to ensure that all general education teachers are well versed in best practices that support the learning of Special Education students.

In the 2019 STAAR assessments, the results show an achievement gap as follows:

Special Education group passing rate in **Science** (% at **Approaches**) at Raul Longoria Elementary was at 29%, falling behind the **All** population (88%) by 59% for the 2019 year.

Special Education group passing rate in **Science** (% at **Meets**) at Raul Longoria Elementary was at 14 %, falling behind the **All** population (65%) by 51% for the 2019 year.

Special Education group passing rate in the **Science** (% at **Masters**) at Raul Longoria Elementary was at 0%, falling behind the **All** population (34%) by 34% for the 2019 year.

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In the 2019 STAAR assessments, the results show the following strength:

Special Education group passing rate in the **Science** areas (% at **Approaches**) at Raul Longoria Elementary was 29 % and will continue to make progress.

Comprehensive Needs Assessment



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aphics Summary

Language Learners (ELL)

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 indicate strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to employ 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 with the needs of our ELL students and consistent bi-literacy program. Professional development and Spanish Language Arts that has the potential of exiting to a more coherent and consistent bi-literacy program. Professional development will be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of our ELL students.

In the 2019 STAAR assessments, the results show the following strengths:

- Group passing rate in the **All Subjects** areas at Raul Longoria Elementary was 86% above the All population (82%) by 4% for the 2018-19 school year.
- Group passing rate in the **All Subjects** areas (% at **Meets**) at Raul Longoria Elementary was at 52%, above the **All** population(48%) by 4% for the 2018-19 school year.
- Group passing rate in the **All Subjects** areas (% at **Masters**) at Raul Longoria Elementary was at 23%, above the **All** population(22%) by 1% for the 2018-19 school year.

Comprehensive Needs Assessment



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aphics Summary

anguage Learners (ELL)

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 indicate strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to employ 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 with the needs of our ELL students and consistent bi-literacy program. Professional development will be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of our ELL students.

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It is in the 2019 STAAR assessments, the results show the following strength:

- All group passing rate in **ELA/Reading (% at Approaches)** at Raul Longoria Elementary was at 85%, above the All population(82%) by 3% for the 2018-19 school year.
- All group passing rate in **ELA/Reading (% at Meets)** at Raul Longoria Elementary was at 53%, above the All population(45%) by 8% for the 2018-19 school year.
- All group passing rate in **ELA/Reading (% at Masters)** at Raul Longoria Elementary was at 21%, above the All population(19%) by 2% for the 2018-19 school year.

Comprehensive Needs Assessment



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aphics Summary

anguage Learners (ELL)

wing sources from across the campus were used to review the Dual Language/English as a Second Language (DL?ESL) data at Raul Longoria by the Site Based Decision Making Committee. State of Texas Assessments of Academic Readiness (STAAR) results and TELPAS indicate strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to employ 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 with the needs of our ELL students and consistent bi-literacy program. Professional development and Spanish Language Arts that has the potential of exiting to a more coherent and consistent bi-literacy program. Professional development will be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of our ELL students.

in the **2019 STAAR** assessments, the results show the following strength:

- L group passing rate in **Mathematics (% at Approaches)** at Raul Longoria Elementary was at 91%, above the **All population(85%)** by 6% for the 2018-19 school year
- L group passing rate in **Mathematics (% at Meets)** at Raul Longoria Elementary was at 54%, above the **All population(53%)** by 1% for the 2018-19 school year
- L group passing rate in **Mathematics (% at Masters)** at Raul Longoria Elementary was at 29%, above the **All population(28%)** by 1% for the 2018-19 school year

Comprehensive Needs Assessment



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aphics Summary

anguage Learners (ELL)

wing sources from across the campus were used to review the Dual Language/English as a Second Language (DL?ESL) data at Raul Longary by the Site Based Decision Making Committee. State of Texas Assessments of Academic Readiness (STAAR) results and TELPAS indicate strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to employ 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 with the needs of our Spanish Language Arts that has the potential of exiting to a more coherent and consistent bi-literacy program. Professional development will be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning

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ii:

it in the 2019 STAAR assessments, the results show the following strength:

- L group passing rate in **Writing** (% at **Approaches**) at Raul Longoria Elementary was at 74%, above the **All** population(68%) by 6% for the 2018-19 school year
- L group passing rate in **Writing** (% at **Meets**) at Raul Longoria Elementary was at 37%, above the **All** population(29%) by 8% for the 2018-19 school year.
- L group passing rate in **Writing** (% at **Masters**) at Raul Longoria Elementary was at 6%, above the **All** population(5%) by 1 % for the 2018-19 school year.

Comprehensive Needs Assessment



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aphics Summary

anguage Learners (ELL)

wing sources from across the campus were used to review the Dual Language/English as a Second Language (DL?ESL) data at Raul Longoria by the Site Based Decision Making Committee. State of Texas Assessments of Academic Readiness (STAAR) results and TELPAS indicate strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the human resource department to employ 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 with the needs of our ELL students and consistent bi-literacy program. Professional development and Spanish Language Arts that has the potential of exiting to a more coherent and consistent bi-literacy program. Professional development will be coordinated at Raul Longoria Elementary to ensure that all general education teachers utilize best practices that support the learning of all students.

In the 2019 STAAR assessments, the results show an achievement gap as follows:

- L group passing rate in **Science (% at Meets)** at Raul Longoria Elementary was at 62 %, falling behind the **All** population(65%) by 3 % for the 2018-19 school year.
- L group passing rate in **Science (% at Masters)** at Raul Longoria Elementary was at 33 %, falling behind the **All** population(34%) by 1% for the 2018-19 school year.
- L group passing rate in **Science (% at Approaches)** at Raul Longoria Elementary was at 90%, above the **All** population(88%) by 2% for the 2018-19 school year.

Comprehensive Needs Assessment



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ographics Summary

omically Disadvantaged:

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

ls:

ident in the **2019 STAAR** assessments, the results show an achievement gap as follows:

he **Economically Disadvantaged** group passing rate in **ALL Subjects** (% at **Approaches**) at Raul Longoria Elementary was at 80%, falling behind the **All**
opulation(82%) by 2% for the 2018-19 school year.

he **Economically Disadvantaged** group passing rate in **All Subjects** (% at **Meets**) at Raul Longoria Elementary was at 45%, falling behind the **All** population(48
y 3 % for the 2018-19 school year.

he **Economically Disadvantaged** group passing rate in **ALL Subjects** (% at **Masters**) at Raul Longoria Elementary was at 20%, falling behind the **All**
opulation(22%) by 2% for the 2018-19 school year.

ights:

ident in the **2019 STAAR** assessments, the results show the following strength:

he **Economically Disadvantaged** group passing rate in **All Subjects** (% at **Approaches**) at Raul Longoria Elementary was at 80%, and will continue to make
progress.

Comprehensive Needs Assessment



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Geographics Summary

Economically Disadvantaged:

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

Is:

Identified in the **2019 STAAR** assessments, the results show an achievement gap as follows:

The **Economically Disadvantaged** group passing rate in **ELA/Reading (% at Approaches)** at Raul Longoria Elementary was at 80%, falling behind the **All population** (82%) by 2% for the 2018-19 school year.

The **Economically Disadvantaged** group passing rate in **ELA/Reading (% at Meets)** at Raul Longoria Elementary was at 43%, falling behind the **All population** (45%) by 2% for the 2018-19 school year.

The **Economically Disadvantaged** group passing rate in **ELA/Reading (% at Masters)** at Raul Longoria Elementary was at 17%, falling behind the **All population** (19%) by 2% for the 2018-19 school year.

Strengths:

Identified in the **2019 STAAR** assessments, the results show the following strength:

The **Economically Disadvantaged** group passing rate in **ELA/Reading (% at Meets)** at Raul Longoria Elementary was at 80% and will continue to make progress

Comprehensive Needs Assessment



3
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ain 1

ographics Summary

omically Disadvantaged:

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

is:

ident in the **2019 STAAR** assessments, the results show an achievement gap as follows:

he **Economically Disadvantaged** group passing rate in **Mathematics** (% at **Approaches**) at Raul Longoria Elementary was at 84%, falling behind
he **All** population(86%) by 2 % for the 2018-19 school year.

he **Economically Disadvantaged** group passing rate in **Mathematics** (% at **Meets**) at Raul Longoria Elementary was at 50%, falling behind the **All** population(5
y 3% for the 2018-19 school year.

he **Economically Disadvantaged** group passing rate in **Mathematics** (% at **Masters**) at Raul Longoria Elementary was at 26%, falling behind the **All**
opulation(28%) by 2% for the 2018-19 school year.

ights:

ident in the **2019 STAAR** assessments, the results show the following strength:

he **Economically Disadvantaged** group passing rate in **Mathematics** (% at Approaches) at Raul Longoria Elementary was at 84% and will continue to make
progress.

Comprehensive Needs Assessment



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ain 1

ographics Summary

omically Disadvantaged:

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

ls:

ident in the **2019 STAAR** assessments, the results show an achievement gap as follows:

he **Economically Disadvantaged** group passing rate in **Writing (% at Approaches)** at Raul Longoria Elementary was at 67%, falling behind the **All** population(61
y1 % for the 2018-19 school year.

he **Economically Disadvantaged** group passing rate in **Writing (% at Meets)** at Raul Longoria Elementary was at 25%, falling behind the **All** population(29%) b
% for the 2018-19 school year.

he **Economically Disadvantaged** group passing rate in **Writing (% at Masters)** at Raul Longoria Elementary was at 4%, falling behind the **All** population(5%) by
or the 2018-19 school year.

ights:

ident in the **2019 STAAR** assessments, the results show the following strength:

he **Economically Disadvantaged** group passing rate in **Writing (% at Approaches)** at Raul Longoria Elementary was at 67% and will continue to make progress:

Comprehensive Needs Assessment



ain 1

ographics Summary

omically Disadvantaged:

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

Is:

ident in the **2019 STAAR** assessments, the results show an achievement gap as follows:

he **Economically Disadvantaged** group passing rate in **Science** (% at **Approaches**) at Raul Longoria Elementary was at 86 %, falling behind the **All** population(8
% for the 2018-19 school year.

he **Economically Disadvantaged** group passing rate in **Science** (% at **Meets**) at Raul Longoria Elementary was at 63 %, falling behind the **All** population(65%) b
% for the 2018-19 school year.

he **Economically Disadvantaged** group passing rate in **Science** (% at **Masters**) at Raul Longoria Elementary was at 31%, falling behind the **All** population(34%)
% for the 2018-19 school year.

ights:

ident in the **2019 STAAR** assessments, the results show the following strength:

:**conomically Disadvantaged** group passing rate in **Science** (% at **Meets**) at Raul Longoria Elementary was at 63% and achieved the state's 60% goal.

:conomically Disadvantaged group passing rate in Science (% at Approaches) at Raul Longoria Elementary was 86% which is close to the states 90% goal.

Comprehensive Needs Assessment

Insert Graphs

2019-2020 Raul Longoria Elementary

DOMAIN #2: **Student Growth**

Comprehensive Needs Assessment



in #2 Part A

Graphics Summary:

idents:

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 Resources department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate instructional setting.

:

Presented in the 2019 STAAR assessments, the results show an achievement gap as follows:

Math in the Academic Growth Status (Domain 2 **Part A**), 7 students **Did Not Meet progress** at all and received 0 points.

Math in the Academic Growth Status (Domain 2 **Part A**), 2 students did not meet progress @ the **Approaches** level and received 0 points.
Math in the Academic Growth Status (Domain 2 **Part A**), 5 students did not meet progress @ the **Masters** level and received 0 points.
Reading in the Academic Growth Status (Domain 2 **Part A**), 10 students did not meet progress at all and received 0 points.
Reading in the Academic Growth Status (Domain 2 **Part A**), 11 students did not meet progress @ the **Approaches** level and received 0 points.

Reading the total score was a 61.

idents:

Presented in the 2019 STAAR assessments, the results show the following strengths:

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

Comprehensive Needs Assessment



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Domain #2 Part B

Logistics Summary:

Students:

Following sources from across the campus were used to review the **All Student** data at Raul Longoria Elementary by the Student Data Decision Making Committee: State of Texas Assessments of Academic Readiness (STAAR) results. Raul Longoria Elementary also works 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.

Results:

Evidenced in the 2019 STAAR assessments, the results show an achievement gap as follows:

In the Relative Performance Status (Domain 2 **Part B**), we achieved an 82% @ the **Approaches** level and fell short of meeting the 90% goal by 8%.

In the Relative Performance Status (Domain 2 **Part B**), we achieved a 48% @ the **Meets** level and fell short of meeting the 60% goal by 12%.

In the Relative Performance Status (Domain 2 **Part B**), we achieved an 22% @ the **Masters** level and fell short of meeting the 30% goal by 8%.

Strengths:

Evidenced in the 2019 STAAR assessments, the results show the following strengths:

In the Relative Performance Status (Domain 2 **Part B**), we achieved an 88% score which was higher than Domain Part A and therefore earned a "B" rating in the overall rating for Domain 2.

2019-2020 Raul Longoria Elementary

DOMAIN #3

Closing the Gap

Comprehensive Needs Assessment

Item #3

Logographics Summary:

Students:

Following sources from across the campus were used to review the **All Student** data at Raul Longoria Elementary by the School Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results. Raul Longoria Elementary 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.

Results:

In the 2019 STAAR assessments, the results show an achievement gap as follows:
In Reading in the Growth Status (Domain 3), we decreased in the state target of 66% by 5% (61%).

Strengths:

In the 2019 STAAR assessments, the results show the following strengths:

In Math, in the Academic Achievement Status (Domain 3), we exceeded the state target of 44% with an increase of 7% (51%).
In Reading, in the Academic Achievement Status (Domain 3), we exceeded the state target of 44% with an increase of 1 (45%).

In Math, in the Growth Status (Domain 3), we exceeded the state target of 71% with an increase of 1% (72%).
In the English Language Proficiency Status, in the TELPAS Progress, we exceeded the state target of 36% with an increase of 5% (36%).

In the Student Success Status (Domain 3), we exceeded the state target of 47% with an increase of 4% (51%).

Comprehensive Needs Assessment

main #3

Demographics Summary

Special Education:

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

Results:

Evidenced in the 2019 STAAR assessments, the results show an achievement gap as follows:

As indicated in the Academic Achievement Status (Domain 3), the Sp Ed population did **not meet the Math target of 23% with a decrease of 12% resulting in an 11% at Meets** and indications reveal that this population is in **need of Targeted Support**.

As indicated in the Academic Status (Domain 3) the Sp Ed students in Math fall behind the Reading **All** student population **by 42%** for the 2019 - 2020 school year.

Comprehensive Needs Assessment

main #3

Demographics Summary

Social Education:

As indicated in Academic Achievement Status (Domain 3) the Sp Ed population did **not meet the Reading target of 19% with a decrease of 8% resulting in an 11% at Meets** and indications reveal that this population is in **need of Targeted Support**.

As indicated in the Academic Status (Domain 3) the Sp Ed students in Reading fall behind the Reading **All** student population **by 34%** for the 2019 - 2020 school year.

As indicated in the Academic Status (Domain 3) the Sp Ed students in Reading fall behind the leading **All** student population **by 34%** for the 2019 - 2020 school year.

As indicated in the Growth Status(Domain 3), the Sp Ed population indicates a 8.5 growth in **Math**, but compared to **ALL** students growth of 131.5. There is a 123.0 decrease difference. Indicating **need of Target support**.

As indicated in the Growth Status(Domain 3), the Sp Ed population indicates a 8.5 growth in **Reading**, but compared to **ALL** students growth of 107.5. There is a 99.0 decrease difference. Indicating **need of Target support**.

As indicated in the Status(Student Success (Domain 3), All student Target of 47% was met . Sp Ed target was 13% and was not met. Indicating **need of Target Support**.

Comprehensive Needs Assessment

main #3

Logistics Summary

Special Education:

The Special Education Teacher must work closely with the Curriculum and Instruction Department and Special Education Department to attend PD in the area of the inclusion model in an effort to implement the Inclusion Model effectively.

General Education Teachers will attend a training that will increase their knowledge in the new accommodations for the 2019 - 2020 school year.

Findings:

As evidenced in the 2019 STAAR assessments, the results show the following strengths:

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

The SpEd population will receive intensive Tier 1 interventions from the SpEd team as well as the At-Risk teacher who will monitor closely modifications/ accommodations.

Comprehensive Needs Assessment



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Diagnostic Summary Language Learners (ELL):

Diagnostic sources from across the campus were used to review the Dual Language/English as a Second Language (DL/ESL) data presented in the 2019 STAAR assessment. This data was reviewed by the Site Based Decision Making Committee. State of Texas Assessments of Academic Readiness (STAAR) results were used to determine strengths and needs of our ELL students. Raul Longoria Elementary will also work closely with the Instructional Services Department to ensure that highly qualified teachers and instructional assistants are recruited, hired and placed in the appropriate settings. In addition, Raul Longoria Elementary will be very involved in the curriculum for grades K-12 to address the needs of our students and align the curriculum between English and Spanish Language Arts that has the potential of exiting to a more content-rich program. Professional development will also be coordinated at Raul Longoria Elementary to ensure that all teachers utilize best practices that support the learning of ELL Students.

In the 2019 STAAR assessment, the results show an achievement gap as follows:
Students with Academic Achievement Status in the Math, ELL students (30%) fall behind the ALL (%) student population by 10% in the 2019 school year.
Students with Academic Achievement Status the ELL students (30%), fall behind of the ALL (47%) student population by 17% for the 2019 school year.

Comprehensive Needs Assessment



ELL Summary Language Learners (ELL):

In the 2019 STAAR assessments, the results show the following strengths:
The population met all **6 out of 6** standard as required by the state.

In the Academic Achievement Status in **math (40%)**, the ELL students met the math target and are very close (**6%**) to reaching the all the 2018-2019 school year.

In the Academic Achievement Growth Status (**64%**), the ELL students met the growth target and are very close (**2%**) to reaching the target of **66%** for the 2018-2019 school year.

In the Academic Achievement Status (**46%** at Meets Grade Level or Above) in **reading (52%)**, the ELL students surpassed the All population (5%) for the 2018-2019 school year.

In the Academic Achievement Status (**53%** at Meets Grade Level or Above) in **math (56%)**, the ELL students surpassed the All population (5%) for the 2018-2019 school year.

In the Academic Growth Status (**37%** at Meets Grade Level or Above) in **reading (78%)**, the ELL students surpassed the All population (37%) for the 2018-2019 school year.

In the Academic Achievement Status **68%** at Meets Grade Level or Above) in **math (81%)**, the ELL students surpassed the All population (68%) for the 2018-2019 school year.

In the Student Success Status (**25%** at Meets Grade Level or Above) in **reading (51%)**, the ELL students surpassed the All population (25%) for the 2018-2019 school year.

In the Student Success Status (**26%** at Meets Grade Level or Above) in **reading (23%)**, the ELL students surpassed the All population (26%) for the 2018-2019 school year.

Comprehensive Needs Assessment



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1 #3

Graphics Summary

Language Learners (ELL):

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

EAAR exam:

Grade Reading passing rate for ELL students at Raul Longoria Elementary was 77%, 3% above the state.

Grade Math passing rate for ELL students at Raul Longoria Elementary was 74%, 5% below the state.

Grade Reading passing rate for ELL students at Raul Longoria Elementary was 64%, 16% above the state passing rate.

Grade Math passing rate for ELL students at Raul Longoria Elementary was 89%, 9% above the state passing rate.

Grade Writing passing rate for ELL students at Raul Longoria Elementary was 74%, 24% above the state passing rate.

Grade Reading passing rate for ELL students at Raul Longoria Elementary was 91%, 22% above the state.

Grade Math passing Rate for ELL students at Raul Longoria Elementary was 79%, 2% below the state passing rate.

Grade Science passing rate for ELL students at Raul Longoria Elementary was 85%, 27% above the state passing rate.

Comprehensive Needs Assessment



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raphics Summary

Language Learners (ELL):

is:

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

TAAR exam:

rade Reading passing rate for ELL students at Raul Longoria Elementary was 91%, 22% above the state.

ade Science passing rate for ELL students at Raul Longoria Elementary was 86%, 27% above the state.

ELPAS State Assessment:

zoria Elementary ELL showed a yearly increase in progress of 12% from 2018-2019 based on their performance of the same or more than one level progress i
roficiency level.

the TELPAS Yearly Achievement Summary indicates that 72% of the ELL students met or advance more than 1 level in their TELPAS Progress indicators.

the TELPAS Yearly Achievement Summary indicates that 61% of the ELL students met or advance more than 1 level in their TELPAS Progress indicators.

Comprehensive Needs Assessment



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ographics

ographics Summary

sh Language Learners (ELL):

s:

idenced in the 2019 TELPAS Assessments, the results show an achievement gap as follows:

indicated in the TELPAS assessment, 4th grade ELL students showed 18% decrease in the Advance Proficiency Level from 2018 to 2019.

indicated in the TELPAS assessment, 5th grade ELL students showed 2% increase in the Beginning Proficiency Level from 2018-2019.

gths:

idenced in the 2019 TELPAS Assessments, the results show the following strengths:

indicated in the TELPAS assessment, 3rd grade ELL students showed 16% increase in the Advance Proficiency Level from 2018 to 2019.

indicated in the TELPAS assessment, 3rd grade ELL students showed a 16% increase in the Intermediate Proficiency Level from 2018 to 2019.

s indicated in the TELPAS assessment, 4th grade ELL students showed a 11% increase in the Advanced High Proficiency Level from 2018-2019.

s indicated in the TELPAS assessment, 5th grade ELL students showed a 20% increase in the Advanced Proficiency Level from 2018-2019.

Comprehensive Needs Assessment



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ographics

ographics Summary

omically Disadvantage:

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

is:

evidenced in the 2019 TELPAS Assessments, the results show an achievement gap as follows:

indicated in the 2019 Closing the Gap Data Table in English Language Proficiency, the 3rd grade ELL student Composite Rate scores at 100% above the Profici vel as compared to the 2018-2019 school year which was 0.09% in the Composite Rating.

indicated in Academic Achievement Status in **Math** the ECO students (50%), fall behind the **All (53%)** student population by 3% for the 2018 – 2019 school y

indicated in Academic Achievement Status in **Reading** the ECO students (43%), fall behind the **All (45%)** student population by 2% for the 2018 – 2019 schoo ar.

indicated in Growth Status in **Math** the ECO students (121.0), fall behind the **All (131.5)** student population by 10.5 for the 2018 – 2019 school year.

indicated in Growth Status in **Reading** the ECO students (98.5), fall behind the **All (107.5)** student population by 9 for the 2018 – 2019 school year.

indicated in Student Success Status **(47%) at Meets Grade-Level or Above** 45% of the ECO students fall behind the **All population (48%) by 3%**, for the 201: 19 school year.

rengths:

idenced in the 2019 TELPAS Assessments, the results show the following strengths: indicated in TELPAS assessments 47% of students showed progress for the 2018-2019 school year.

2019-2020 Raul Longoria Elementary

TPRI / Tejas Lee Data Analysis

2019-2020 Raul Longoria Elementary

Logographics Summary:

Students:

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

1st:

As evidenced in the EOY 2019 TPRI/Tejas Lee report, the results show the following needs:

The Tejas Lee percentage for the campus in 1st grade at the Master's level is 51.5% which is lower than the TPRI Master's percent of 77.6%

The Tejas Lee percentage for the campus in 2nd grade at the Master's level is 60.0% which is lower than the TPRI Master's percent of 63.4%

The TPRI percentage for the campus in 3rd grade at the Master's level is 63.6% which is lower than the Tejas Lee Master's percent of 81%

The 2019 EOY TPRI/Tejas Lee report shows the % of 1st and 2nd grade students not performing at the Master's level is lower in Tejas Lee than in TPRI.

2nd:

As evidenced in the EOY 2019 TPRI/Tejas Lee report, the results show the following strengths:

The TPRI percentage for the campus in 1st grade at the Master's level is 77.6% which is higher than the Tejas Lee Master's percent of 51.5%

The TPRI percentage for the campus in 2nd grade at the Master's level is 63.4% which is higher than the TPRI Master's percent of 60.0%

The Tejas Lee percentage for the campus in 3rd grade at the Master's level is 81% which is higher than the TPRI Master's percent of 63.6%

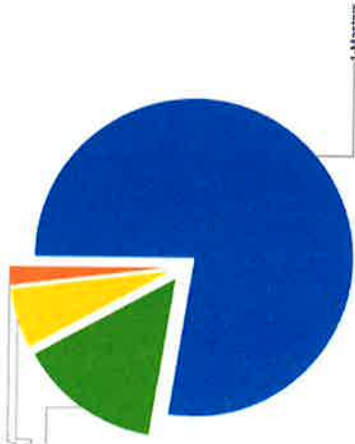
The 2019 EOY TPRI/Tejas Lee report shows the % of 1st and 2nd grade students performing at the Master's level is higher in TPRI than in Tejas Lee.

2019-2020 Raul Longoria Elementary

Tier and Group Banding Report

G01 TPRI EOY 2018-2019

District: Pharr-San Juan-Alamo ISD



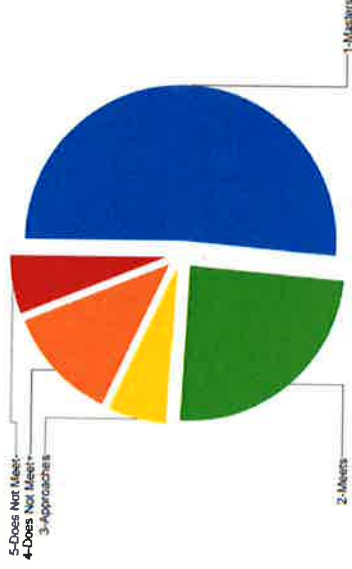
Total	49
1- Masters 0 - 130	38
2- Meets 131 - 261	7
3- Approaches 262 - 391	3
4- Does Not Meet+ 392 - 522	1

Tejas LEE Campus Tier and Group Banding Report

G01 Tejas LEE EOY 2

Campus: Raul Longoria EI

District: Pharr-San



Total	33
1- Masters 0 - 93	17
2- Meets 94 - 187	8
3- Approaches 188 - 281	2
4- Does Not Meet+ 282 - 375	4
5- Does Not Meet- 376 - 470	2

Teacher(s) Banding Overview

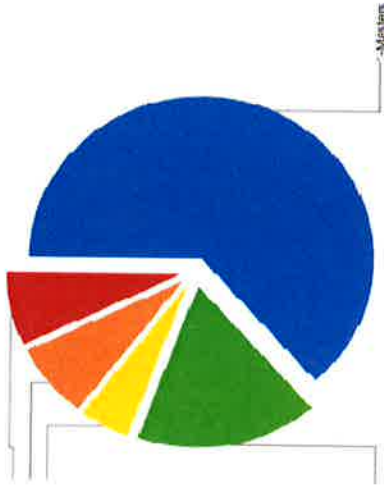
Teacher(s) Banding Overview

2019-2020 Raul Longoria Elementary

s Tier and Group Banding Report

G02 TPRI EOY 2018-2019

1a EI District: Pharr-saa Juanaliamo ISD

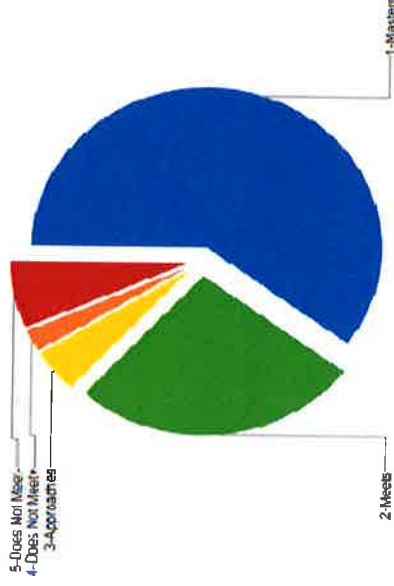


Total	41
1-Masters 0 - 8E	26
2-Meets 89 - 177	7
3-Approaches 178 - 265	2
4-Does Not Meet 286 - 354	3
5-Does Not Meet 355 - 444	3

Tejas LEE Campus Tier and Group Banding Report

G02 Tejas LEE EOY

Campus: Raul Longoria EI District: Pharr



Total	46
1-Masters 0 - 130	27
2-Meets 131 - 261	12
3-Approaches 262 - 392	2
4-Does Not Meet 393 - 523	1
5-Does Not Meet 524 - 655	3

Teacher(s) Banding Overview

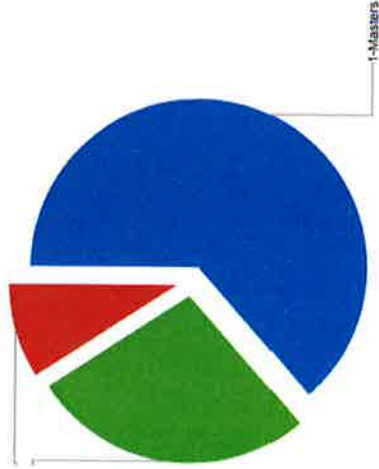
Teacher(s) Banding Overview

2019-2020 Raul Longoria Elementary

Tier and Group Banding Report

G03 TPRI EOY 2018-2019

District: Pharr-san Juan-alamo ISD



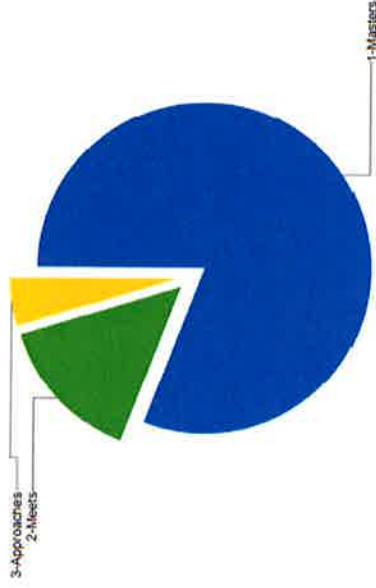
Total	44
1-Masters	28
2-Meets	12
3-Approaches	0
4-Meets	0
5-Does Not Meet	4

Tejas LEE Campus Tier and Group Banding Report

G03 Tejas LEE EO

Campus: Raul Longoria EI

District: Pharr



Total	2
1-Masters	0 - 80
2-Meets	81 - 161
3-Approaches	162 - 242

Teacher(s) Banding Overview

Teacher(s) Banding Overview

2019-2020 Raul Longoria Elementary

Circle Data Analysis

2019-2020 Raul Longoria Elementary

Demographics Summary:

All PK Students

The CIRCLE Progress Monitoring System:

- is on the 2017-2021 Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments
- is available at **no cost** to programs eligible for the [TSR Online program](#)
- provides significant flexibility in administration, including choice of measures and timing of assessments
- provides links to CIRCLE activities that target specific skills based on assessment results
- includes a wide range of reporting features instantly accessible
- demonstrated high reliability and validity in multiple research studies

Needs:

Based on CIRCLE Progress Monitoring System, our Pre-Kindergarten students were needing improvement in Story Retell & Comprehension. Comprehension district goal and it was also part of our SLO assessments for the 2018-2019 school year. The CIRCLE Monitory System measures ability to create a narrative u elements such as character, setting, emotion, transition phrases, and an ending. It also includes comprehension questions.

Strengths:

Based on our 2018-2019 EOY SLO data, our Pre-Kindergarten students demonstrated improvement in Story Retell & Comprehension.

2019-2020 Raul Longoria Elementary

Attendance

2019-2020 Attendance

Demographics Summary: **Students:**

Following sources from across the campus were used to review the **All Student attendance** data at Raul Longoria Elementary by the Site Based Decision Making Committee: Campus attendance reports, student attendance reports by grade level, and student attendance report by classroom. Raul Longoria Elementary will continue to work closely with the Attendance Recovery Program Committee to ensure that the attendance percentage goal of 97.5% is met.

Results:

As indicated in the EOY 2019 attendance report, the results show an attendance rate of 95.3 % for the campus: The attendance percentage is lower than the district's goal of 97.5 %. The absence rate is 4.7%

The attendance reports show a concern in P3, Head Start, and Kinder.

A total of 84 students, Kinder through 5th grade, were listed as enrolled in ARP in the 2019 EOY report.

The 2019 BOY attendance report shows H3 and H4 having the highest percentage in absence.

Strengths:

As indicated in the 2019 BOY report, the results show the following strengths:

There is an increase of 1% in attendance from 95.3% to 96.3% when comparing the 2019 EOY to 2019 BOY attendance report.

The absence rate is 3.7% when comparing the 2019 EOY report to the 2019 BOY report, which shows a decrease in absence by 1%. The P3 enrollment has changed from 58 to 26 when comparing 2019 EOY to 2019 BOY, which has decreased the absence %.

Comprehensive Needs Assessment



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- Goal 1-Domain #1
- Goal 2-Domain #2 A
- Goal 3-Domain #2 B
- Goal 4-Domain #3
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

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

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

Area Reviewed	Summary of Strengths	Summary of Needs	F
<p>Domain 1 Student Achievement</p>	<ul style="list-style-type: none"> *The campus overall Masters level increased by 5% in 2019 (23%) as compared to 2018 (18%). *The 3rd Grade Meets level in Math increased by 8% in 2019 (52%) as compared to 2018 (44%). *The 3rd Grade Meets level in Reading increased by 2% in 2019 (38%) as compared to 2018 (46%). *The 5th Grade Meets level in Reading increased by 6% in 2019 (46%) as compared to 2018 (40%). *The 5th Grade Meets level in Science increased by 19% in 2019 (63%) as compared to 2018 (44%). 	<ul style="list-style-type: none"> *The campus overall Approaches level only grew by 1% (78%) in 2019 as compared to 2018 (77%). *The campus overall Meets level remained the same (46%) in 2019 as compared to 2018 (46%). *The 4th Grade Meets level in Math decreased by 10% in 2019 (54%) as compared to 2018 (64%). *The 5th Grade Meets level in Math decreased by 10% in 2019 (41%) as compared to 2018 (51%). *The 4th Grade Meets level in Reading decreased by 7% in 2019 (40%) as compared to 2018 (47%). *The 4th Grade Meets level in Writing decreased by 8% in 2019 (26%) as compared to 2018 (44%). 	<p>Impro learn Stand: 4th 4th 4th Goal</p>
<p>Domain 2 Academic Growth</p>	<ul style="list-style-type: none"> *The campus exceeded the State Target (71%) for the Domain 2 Math score by 1% (72%). *The campus Domain 2B increased by 2% (88%) in 2019 as compared to 2018 (86%). 	<ul style="list-style-type: none"> *The campus did not meet the State Target (66%) for the Domain 2 Reading score by 5% (61). *The campus decreased significantly (16%) in Domain 2A (67%) in 2019 as compared to 2018 (83%). 	<p>Impro Growt Doma Impro Growt Doma</p>
<p>Domain 3: Closing the Gaps</p>	<ul style="list-style-type: none"> *The campus met the Academic Achievement Status for State Targets in Reading for the following populations: All Group, Hispanic, Economically Disadvantaged, ELL Current & Monitored, Continuously Enrolled & Non-Continuously Enrolled. *The campus met the Academic Achievement Status for State Targets in Math for the following populations: All Group, Hispanic, Economically Disadvantaged, ELL Current & Monitored, and Non-Continuously Enrolled. *The campus met the Growth Status for the State Targets in Math for the following populations: All Group, Hispanic, Economically Disadvantaged, ELL Current & Monitored, Continuously Enrolled & Non-Continuously Enrolled. *The campus met the English Language Proficiency Status (41%) for the State Targets (36%). *The campus met the Student Success Status for the State Targets in Math for the following populations: All Group, Hispanic, Economically Disadvantaged, ELL Current & Monitored, Continuously Enrolled & Non-Continuously Enrolled. 	<ul style="list-style-type: none"> *The campus decreased significantly in the overall status for Domain 3 (76%) in 2019 as compared to 2018 (92%). *The campus Did Not Meet the Academic Achievement Status for State Targets in Reading for the following populations: Continuously Enrolled. *The campus Did Not Meet the Growth Status for the State Targets in Reading for the following populations: All Group, Hispanic, Economically Disadvantaged, ELL Current & Monitored, Continuously Enrolled & Non-Continuously Enrolled. *The campus Did Not Meet the Student Success Status in the STAAR Component for the State Target (23%) for the following populations: Special Education (16%). 	<p>Specia group Educa studer additi intens in reat math. Summ be prc popul</p>

Summary of Findings

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

2019-2020 Raul Longoria Elementary Goals

e Mathematics		School Goal
% of Students Passing State Assessment	2019	2020
6%	79%	85%
8%	52%	60%
5%	25%	30%

4 th Grade Mathematics		School Goal
% Needed to Meet School Goal	2019	2020
Approaches	7%	90
Meets	6%	60
Masters	3%	35

5 th Grade Mathematics		School Goal
% Needed to Meet School Goal	2019	2020
Approaches	4%	80%
Meets	9%	50%
Masters	9%	30

2019-2020 Raul Longoria Elementary Goals



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Grade Reading

	% of Students Passing State Assessment	School Goal
to Goal	2019	2020
10%	80%	90%
7%	38%	45%
7%	23%	30%

4th Grade Reading

	% of Students Passing State Assessment	School Goal
% of Students Passing State Assessment	2019	2020
Approaches	13%	85%
Meets	10%	50%
Masters	6%	30%

5th Grade Reading

	% of Students Passing State Assessment	Sch
% of Students Passing State Assessment	2019	
Approaches	12%	90%
Meets	14%	60%
Masters	16%	30%

2019-2020 Raul Longoria Elementary Goals



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4th Grade Writing

% Needed to Meet School Goal		% of Students Passing State Assessment		School Goal
		2019	2020	
Approaches	13%	67%	80%	
Meets	14%	26%	40%	
Masters	12%	3%	15%	

2019-2020 Raul Longoria Elementary Goals



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5th Grade Science

		% of Students Passing State Assessment		School Goal
		2019	2020	
% Needed to Meet School Goal		Approaches	7%	95
		Meets	0	65%
		Masters	4%	35%

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

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

2019-2020 Raul Longoria Elementary

Goal #1

Tegoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Objectives and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	School Con
<ul style="list-style-type: none"> • will be trained on the state indexes, depth and • of the TEKS and on the use create a viable curriculum for • ie. 	Principal, Assistant Principal	Local Funds, Title 1 Funds	August 2019- October 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI / Tejas Lee/ Galileo/ CIRCLE	Title 1
<ul style="list-style-type: none"> • documents will include ELPS for BE/ELL students and • ital Aids for special education 	Teachers, IC, Principal, Assistant Principal	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	August 2019- May 2020	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1
<ul style="list-style-type: none"> • Vertical Alignment and Cross • n Meetings 	Principal, Assistant Principal, CIF Coach	Local Funds, Title 1 Funds	August 2019- May 2020	Agendas and Sign In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI / Tejas Lee/ Galileo/ CIRCLE	Title 1
<ul style="list-style-type: none"> • Guided Reading Program PK- • ISTATION Math Computer • PK-1st Grade • Imagine Learning Computer • K3-5th Grade 	Principal Assistant Principal Teachers Computer Lab Manager	Local Funds, Title 1 Funds	August 2019- May 2020	Six Weeks Data Graphs Teacher Summary Reports Student Summary Reports	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI / Tejas Lee/ Galileo / CIRCLE	Title 1

Virginia Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

ve 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sch Con
Formative and summative assessments are aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Teachers, IC, CIT	Local Funds, Title 1 Funds	June 2019-April 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1
Purchase materials for Oral Music. Use chants, songs, Impton Brown Books, Sing & Write	Teacher, Music Teacher	Title 1 Funds SCE 199 Local	August 2019-2020	Walk Through Observations	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1
Principal, Assistant principals and will monitor the implementation of the curriculum at all schools	Principal, Assistant Principal, IC	Local Funds, Title 1 Funds	August 2019 – May 2020	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1
Provide a literature-rich environment to the number of level books in all sub pops	Teacher	Title 1 Funds SCE 199 Local	August 2019 to 2020	Walk-through observations	Benchmark scores, student achievement gains	Weekly Test, CBA's, BMs, STAAR, TELPAS	Title 1
Provide opportunities for students to master required skills, including reading, writing, and math, on Saturday, Summer School	Teacher, Administrator, Sp. Ed. Teacher	Local Title 1 SCE 199 Local	August 2019 to 2020	Lesson Plans	Benchmark scores, student achievement gains	Weekly Tests, CBA's, BMs, STAAR, TELPAS	Title 1

Georgia Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

ve 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020.

egies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sc Co
n Based Assessments (CBAs) t-level Benchmarks that are the curriculum will be each of the required state it subjects.	3 rd -5 th grade teachers	Local Funds, Title 1 Funds	June 2019 – May 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
presentatives will be trained write CBAs and Benchmarks th and complexity of STAAR.	IC, Assistant Principal, Principal	Local Funds, Title 1 Funds	June 2019– May 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
ct-level CBAs and two district- marks will be administered to s in 2016-17.	Teachers, IC, Assistant Principal, Principal	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
EOY TPRI/TEJAS LEE , CIRCLE, EDL, DRA STAR Assessments nistered to students as y state to progress monitor owth	Teachers Computer Lab Manager	Local Funds, Title 1 Funds	August 2019- May 2020	Teacher Summary Reports	Student Achievement Gains	BOY, MOY, EOY MONTHLY CHECKPOINTS	Title

ngoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

ve 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020.

egies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sc Co
will receive assessment data students within 48 hours of the distribution	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	DMAC reports TPRI/TEJAS LEE Reports CIRCLE Reports ISTATION Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI/TEJAS LEE, CIRCLE, ISTATION	Title
is will be used interactively to ta and monitor student	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	August 2019- June 2020	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
performance Review sessions be held following each district or Benchmark for in-depth the data and to establish next staff	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title
urchase reading material for ssesment. fer	Teacher Administrator	Title I	August 2019 to June 2020	Test for Points Test Date	Progress Monitoring, CBAs, Benchmark Scores, student Achievement Gains	Weekly Assessments, CBA's Benchmarks, STAAR	Title

Virginia 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 2019-2020.

Activities and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Start/End
Provide the following Science supplies for 1st grade classrooms. Ateneo supplies, Forde-Ferrier, Kamico, General Supplies, Copier paper, ink, toners/drums. Bulbs/lamps- replace. Sing & Spell books. Delete, copy, map. Write from the map.	Administration	Local Funds, Title 1 Funds	August 2019 To June 2020	Principals Binder	Benchmark scores, student achievement gains	CBA's, BMs, STAAR,	Title
Students will be used interactively to monitor student progress	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	August 2019- June 2020	Walk-throughs	Benchmark scores, student achievement gains	CBA's, BMs, STAAR, TELPAS	Title
Monitoring of the progress of Special Education will be done immediately after each CBA and BM	Executive Officers, Migrant program Director of Special Education, Dual Language Director	Title I, SCE Migrant Funds, Sped 162, State Bilingual	October 2019- April 2020	Agendas and Sign in Sheets	Student achievement gains, closing achievement gaps	CAs, BMs, STAAR, TELPAS	Title

ngoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

ve 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020.

egies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sc Co
vel monitoring of the progress students will be done y following each CBA, BM, ing period	Teachers, Assistant Principal Principal	Migrant Funds 212	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title
vel monitoring of the progress education students will be adiatly following each CBA, :porting period	Teachers, Special Ed. Teacher, Assistant Principal Principal	Special Ed Funds 224	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title
vel monitoring of the progress lents will be done immediately each CBA, BM, and reporting	Teachers, Assistant Principal Principal	Title III 263	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title
o teacher and content ill create formative its and conduct several PD ith teachers to align science in all grade levels.	Science Lab Teacher Content Teachers	Title 1 Funds	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title

Coria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR

id Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Component
specific for each e developed at d shared with all	Principal Assistant Principal CLL	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
istrators will is level binders ed to students in ibgroup such as Education, mic , Hispanic, White,	Principal Assistant Principal CII	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019- June 2020	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8
onal rcement to fied at risk of a additional ad tutors to nt's academic	Teacher administration	Title 1	August 2019- June 2020	Principal Data Binder	BM Scores, Student Achievement Gains, Closing Achievement Gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #
one tutoring for ts, identified on ices reported ; intervention	Teacher, administration, migrant para- professional	Title 1	August 2019-june 2020	Principal Data Binder	BM Scores, Student Achievement G ains, Closing Achieve ment Gaps	CBAs, BM, STAAR, TELPAS	Title 1 -#

Virginia 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 2019-2020 STAAR

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 - #:
Students will be required to make modifications/modifications for the special students and 504 in their classrooms their IEP/IAP.	Principal Assistant Principal Counselor Teachers	Special Ed 224	August 2019-June 2020	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #:
Subpopulation groups' data will be following each district and Benchmark for forward meeting state at Phase 2 Final and	Principal Assistant Principal IC Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2019 November 2019 January 2020 February 2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #:
Professional development training on data will be provided for during CLC's and PD on specified Saturdays.	Principal Assistant Principal	Local Funds 199, Title 1 Funds 211	October 2019- April 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #:

ngoria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

ve 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Thi Scho Comp Title 1 - #:
<p>il and Saturday will be available for each subgroup each district-level CBA mark</p>	<p>Principal Assistant Principal Counselor Teachers</p>	<p>Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224</p>	<p>August 2019-July 2020</p>	<p>Tutorial Sign-in sheets, Schedules</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #:</p>
<p>ll be kept informed on s progress following ct-level CBA and c. Interventions and ferences will be held Special emphasis will on sub- iculum nights will be ed in PK-5th.</p>	<p>Principal Assistant Principal Counselor Teachers</p>	<p>Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224</p>	<p>October 2019 November 2019 January 2020 February 2020</p>	<p>PAC sign-in sheets and schedules</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #</p>
<p>ad 4 Ward training for s on differentiated 1 and data analysis</p>	<p>Principal Assistant principal</p>	<p>Title 1 Funds</p>	<p>July 2019 January 2020</p>	<p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

Coria Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR

and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title School Compor
specific each	Principal Assistant Principal Teachers	, State Comp 199, SCE, Migrant 212 , Title III 263, SpEd 224	June 2019- May 2020	District and Campus Goals for 2018-2019	S, BMs, STAAR, TELPAS	Title 1 - #2	Title 1 - #9
Administrators will provide level data to inform plans to target performance	Camps Leadership Team	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	July 2019 – May 2020	Student progress profiles, DMAC Reports, Campus Data Reports	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPR	Title 1 – IV, i
Additional data will be provided for each district- level Benchmark for Reading Mastery or performance.	Campus Leadership Team, Teachers, Directors	Title 1 Funds, Local Funds 199, State Comp. 166, State Bilingual, Sped 162	October 2019 – April 2020	Special populations, Data Templates, Individual Learning profiles	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 8
Additional development data analysis will be provided to all teachers	Executive officers for elementary	Lead4Ward, Regional Reports, Comparison, Title I, II funds	August 2019-May 2020	Agendas and Sign in Sheets PowerPoint	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly- mini assessment	Title I-IV #4

Virginia 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 2019-2020 STAAR

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title School Comp
<p>academic progress reports, after school and/or Saturday will be available for each subgroup and each district-level CBA</p>	Principal Assistant Principal Teachers	199, Title I, 211, State Comp 166, State Bilingual Sped 162	June 2019- May 2020	District and Campus Goals for 2018-2019	S, BMs, STAAR, TELPAS	Title 1 - #9	Title 1 - #:
<p>action will be following each level BM to inform students in the subgroups of options available.</p>	Camps Administrator, Teacher	Local 199, Title I 211, State Comp 166, Migrant 212, Bilingual Sped 162	July 2019 -- May 2020	Phone logs, sign in sheets, campus letter, tutoring permission slips	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #
<p>progress of the progress of student will be done monthly following each CBA and additional reinforcement to students identified at risk of AR</p>	Teacher Administrator	Title 1	October 2019 – April 2020	Principal Data Binder	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 – 1
<p>progress of the progress of students will be immediately following and BM. Additional reinforcement to students identified at risk of</p>	Teacher Administrator	Lead4Ward, Regional Reports, Comparison, Title I, II funds	August 2019-May 2020	Agendas and Sign in Sheets power-point	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly-mini assessment	Title I-IV #

Virginia 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 2019-2020 STAAR

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title School Comp
<p>Progress of the progress of students that will be done monthly following each CBA. Additional reinforcement to students identified at risk of AR.</p>	Teacher Administrator	Title 1	October 2019 – April 2020	Principal Data Binder	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 – 1
<p>Progress of the progress of students that will be done monthly following each CBA. Additional reinforcement to students identified at risk of AR.</p>	Teacher Administrator	Title 1	August 2019-May 2020	Agendas and Sign in Sheets PowerPoint	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly-mini assessment	Title 1, 2

Priority Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

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	Sch Con
Teachers will be trained on the Texas STAAR program and will understand how to calculate the Systems Awards and the Systems calculated.	Principal Assistant Principal CLL Teachers	Local Funds 199	October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -
Teachers will be trained on how to unpack each subject.	Principal Assistant Principal CLL Teachers	Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -
Learning Communities [CLCs] will be met weekly in elementary schools for TEKS and lesson plan collaboration	Principal Assistant Principal CLL Teachers	Title 1 211, Local Funds 199	August 2019- May 2020	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -
Teachers will be trained on how to use the Reports to assess progress toward passing standards on each Index for each subpopulation group.	Principal Assistant Principal CLL Teachers	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -
Continuous staff development in the area of reading intervention, Response to Intervention, and Learning Minds	Principal, Assistant Principal, CLL	Title 1 211, Local Funds 199	August 2019 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -

Virginia Elementary Goal 1: Improve Student Academic Achievement (Domain 1)

ve 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	Tit Scho Comp Title 1 - #
g will be provided for all staff o address the needs of all students.	Counselor	Title 1 211	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #
ng will be provided for all staff o serve the needs of our ELL	CLL Principal	Title III 263	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #
supplemental aids, modified , and RtI training will be provided for members to meet the needs of students pecial education.	Counselor Assistant Principal Principal	Special Ed 224	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #
will be trained on ISTATION and mputer Programs to facilitate to tudent academic level, Imagine	Principal Assistant Principal CLL	Title 1 211	September 20 19	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, ISTATION, CIRCLE	Title 1 - #

2019-2020 Raul Longoria Elementary

Goal #2

Gloria Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 2)

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

Initiative and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title School Component
<p>of 3 ns per ill be each grade</p>	<p>Principal Assistant Principal CLL Teachers</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019-May 2020</p>	<p>Completed Curriculum documents Lesson Plans Raising Readers Data</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS, CIRCE</p>	
<p>ected ill be evised for all ctions (all</p>	<p>Principal Assistant Principal CLL</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019 and on- going</p>	<p>Agenda and Sign-in Sheets</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	
<p>ll use and ng Rubrics loped and it-wide</p>	<p>Teachers</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019 and on- going</p>	<p>Walk-throughs Writing Samples</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS WFTB</p>	
<p>ICBA and two chmarks will tered</p>	<p>Principal Assistant Principal CLL Teachers</p>	<p>Title 1 211, Local Funds 199</p>	<p>Summer 2019 and on-going</p>	<p>Completed DOK questions in the Curriculum documents SQRL DOK questions</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS CIRCE</p>	

Georgia Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 2)

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

Initiative and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title School Component
All will receive training to improve reading and math skills aligned with the state standards of exposure.	District Training CLF Teachers	Diana Ramirez	September 2019-May 2020	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 CIRCLE	
Use benchmark data to identify the need of learning gaps	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	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	
Use formative data to identify learning gaps.	Teachers Bill McDonald Presenter Voyager Mentoring Minds, Forde Ferrier	Title 1 211, Local Funds 199	August 2019-May 2020	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	
Use existing program that includes reading and math aligned to TEKS standards, Graphic organizers, SRW, AR, TPRI	Teachers	Title 1 211, Local Funds 199	Summer 2019-May 2020	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	
Use formative data to identify learning gaps.	Teachers	Title 1 211, Local Funds 199	Summer 2019-May 2020	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	

Virginia Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 2)

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

s and Action steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	1 Sch Conr
writing across curriculum and grade	Principal Assistant Principal CLL	Title 1 211, Local Funds 199	October 2019 November 2019 January 2020 February 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
will conduct weekly (1st- 5th) checks and report data to diff. groups accordingly	Principal Assistant Principal CLL Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	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	
will identify and group. They will be instructing and readers I will teachers will manipulatives in group	Teachers	Title 1 211, Local Funds 199	Summer 2019-May 2020	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	

Virginia Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 2)

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

es and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sc Col
gies will be d into Sharon earlized math n	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	June 2019-May 2020	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	
tics teachers d all district n TEKS analysis ine the depth lexity of each pectation	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2019 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	
will attend al n unpacking the s and analyzing :ontinued uring CLLs	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2019 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	
ed CBAs and ct BM will be :red district	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	October 2019 November 2019 January 2020 February 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

Math Instruction will be aligned district-wide.

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
ved and used ssons and to kills	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2019- May 2020	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
ta will be udents in learning	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2019- May 2020	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
haron Wells ve teaching eachers.	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2019- May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS
iculum will gies, Sharon ed math.	Teachers Principal Assistant Principal CLL	Title 1 211, Local Funds 199	August 2019- May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS

a Elementary Goal 2 Improve Student Progress in Reading and Math (Domain 2)

Math Instruction will be aligned district-wide.

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>ive training math TEKS, ing CLCs</p>	<p>Teachers Principal Assistant Principal CLL</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019-May 2020</p>	<p>CLC agendas and sign- in sheets</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>
<p>ind two -ict wide</p>	<p>Teachers Principal Assistant Principal CLL</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019-May 2020</p>	<p>CLC agendas and sign- in sheets, Tutorials, Enrichment period attendance rosters</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>
<p>ll be used to sons and to kills.</p>	<p>Teachers Principal Assistant Principal CLL</p>	<p>Title 1 211, Local Funds 199</p>	<p>August 2019-May 2020</p>	<p>Walk-throughs, lesson plans</p>	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>

Elementary Goal 2: Improve Student Progress in Reading and Math (Domain 2)

Math Instruction will be aligned district-wide.

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1
ells training ing strategies ith teachers.	District Representatives	Title 1 Funds	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1
zeSharon and effective s with delity.	Teachers	Title 1 Funds	August 2019- May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
ze different es and anchor :oncrete jal ir students to om.	Teachers	Title 1 Funds	August 2019- May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
ze multiple . for test th such as: in, Measuring Towards y, and Forde	Teachers	Title 1 Funds	August 2019- May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

2019-2020 Raul Longoria Elementary

Goal #3

goria Elementary 3: Close the student achievement gap among all populations. (Domain 3)

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

es and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Supplemental aids, guides in the instructional materials but not 5 ic Representation el Word Walls aps ganizers ogram rning S .EE Strategies 5 rts	Teachers, Campus Principals, Instructional Coaches, Special Education Teachers	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	August 2019- May 2020	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATION, TPRI/TEJAS LEE, CIRCLE	

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

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

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Progress of all students, including special needs, i.e. migrant, 504, and other district students.	Principals, All Teachers, CLL Counselor	Title 1 211, Local Funds 199 Special Ed 224	August 2019- May 2020	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, ISTATATION, TPRI/TEJAS LEE, CIRCLE	
of students, including interventions to student progress	Principals, All Teachers, CLL Counselor	Title 1 211, Local Funds 199 Special Ed 224	August 2019- May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATATION, TPRI/TEJAS LEE, CIRCLE	
entation of students to accelerate learning	Principals, All Teachers, CLL Counselor	Title 1 211, Local Funds 199 Title III 224	August 2019- May 2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATATION, TPRI/TEJAS LEE, CIRCLE	
omic and social groups through counseling services, and school	Principals, All Teachers, CLL, Counselor	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2020- May 2019	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATATION, TPRI/TEJAS LEE, CIRCLE	

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

Decrease the student achievement gap among all subgroups (Domain 3).

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Component
Performance and progress and interventions and interventions.	Principals, All Teachers, CLL, Counselor	Title 1 211, Local Funds 199	August 2019- May 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
Interventions (i.e. multisensory and interventions identified with students by 504 committee)	Principals, Dyslexia Teacher, CLL, Counselor	Title 1 211, Local Funds 199	August 2019- May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
Principal will monitor assessment data analysis discussions with state appropriate targeted instructional	Principals, Teachers	SCE	August 2020- August 2019	Summers school rosters, tutorial schedules, log in sheets		CBAs, BMs, STAAR, TELPAS, Graduation rates	

2019-2020 Raul Longoria Elementary

Goal #4

ngoria Elementary Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional n.

ve 1: Increase the number of students that score at the Meets on STAAR and Masters

ies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
ill be provided for the ident groups in each :ountability to ensure nprove their scores to and the Masters on the assessment	Principal Assistant Principal Teachers CLL	Local Funds, Title 1 Funds	Summer 2020 (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
atings geared toward of state assessments I (STAAR , TELPAS)	Principal Assistant Principal Teachers CLL	Local Funds, Title 1 Funds	June 2019 (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
ning for all staff principals, teachers, KS analysis to determine complexity of each pection.	Principal Assistant Principal Teachers CLL	Local Funds, Title 1 Funds	June 2019 – May 2020	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
ining on in-depth study eleased test items to r of the lesson.	Principal Assistant Principal Teachers CLL	Local Funds, Title 1 Funds	June 2019-April 2020	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

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

Increase the number of students that score at the Meets on STAAR and Masters.

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Sch Con
<p>and two district BM red</p>	<p>Principal Assistant Principal Teachers CLL</p>	<p>Local Funds 199</p>	<p>October 2019 (on- going)</p>	<p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #</p>
<p>and teachers will be as STAAR am and will he domains s are calculated.</p>	<p>Principal Assistant Principal Teachers CLL</p>	<p>Local Funds, Title 1 Funds</p>	<p>October 2019 November 2019 January 2020 February 2020</p>	<p>Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS</p>	<p>Benchmark scores, student achievement gains, student tracking forms</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #</p>
<p>ify students in each ability following each g DMAC reports in getted tutorial groups f the Masters on it.</p>	<p>Principal Assistant Principal Teachers CLL</p>	<p>Local Funds, Title 1 Funds</p>	<p>October 2019 November 2019 January 2020 February 2020</p>	<p>Agendas and Sign-in Sheets, Data Analysis Documents</p>	<p>Benchmark scores, student achievement gains, student tracking forms</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #</p>

oria Elementary 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

: 1: Increase the number of students that score at the Meets on STAAR and the Masters

s and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title School Compon
<p>be provided for the nt groups in each phase lity to ensure students scores to the Masters on the STAAR</p>	<p>Principal Assistant Principal Teachers CLL</p>	<p>Local Funds, Title 1 Funds/ SCE</p>	<p>August 2018-May 2019</p>	<p>Tutorial logs (Student Sign-in Sheets & Schedules)</p>	<p>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.</p>	<p>CBAS, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,4,8</p>

2019-2020 Raul Longoria Elementary

Goal #5

Virginia Elementary Goal 5: Family and Community Involvement

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

Activities and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title
Exposition (Expo)	Principal Assistant Principal Parent Educators	Local Funds, Title I Funds	August 2019 - May 2020	Sign-in Sheets	Parent Surveys		Title I
Activities geared toward of standardized testing.	Parent Educators	Title I Funds	August 2019 - May 2020	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I
Exposition AC Meetings parenting meetings volunteer recruitment.	Principal Assistant Principal	Local Funds, Title I Funds	August 2019 - May 2020	Sign-in Sheets	Parent Surveys		Title I

Georgia 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
After school and Saturday tutoring camps	Teachers Principal Assistant Principal CLL Parent Educator	Title I Funds	August 2019- May 2020	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title
Participation in after school and Saturday tutoring camps	Teachers Principal Assistant Principal CLL Parent Educator	Title I Funds	August 2019-May 2020	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title
1. Advisory council throughout the year (PAC) Program Program Service Agency liaison t. Crime victim liaison Inselor Health clinic District Phone Checks for parents	Teachers Principal Assistant Principal CLL Parent Educator	Title I Funds	August 2019-May 2020	Sign in Sheets Telephone Logs	BM scores, CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee,	Title

Virginia Elementary Goal 5: Family and Community Involvement

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title
<p>1. Provide volunteer services to include students @ all</p>	<p>Parent Educator</p>	<p>Local Funds, Title I Funds</p>	<p>May 2019</p>	<p>Volunteer sign-in card</p>	<p>Tally of Volunteer hours</p>		<p>Title I</p>
<p>2. Establish National Honors Society to engage students in community service projects</p>	<p>CLL, Principal Assistant Principal</p>	<p>Local Funds, Title I Funds</p>	<p>August 2019- May 2020</p>	<p>Registration forms, MOU'S, Projects Participation Forms</p>	<p>Tally of volunteer hours On a monthly basis</p>		<p>Title I</p>
<p>3. Partner with different community organizations to provide opportunities to students to participate in community service projects as a part of the Nitropolis Campus as</p>	<p>CLL, Principal Assistant Principal Teachers Counselor All STAFF</p>	<p>Local Funds, Title I Funds</p>	<p>August 2019- May 2020</p>	<p>Ledgers Human Resources logs Projects Participation Forms</p>	<p>Tally time of student volunteer hours Biweekly</p>		<p>Title I</p>

ngoria Elementary Goal 5: Family and Community Involvement

ve 4: Increase Parental involvement on Campus

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title
<p>hly school functions where e involved in their child's</p>	<p>Parent Educator Principal Assistant Principal Teachers CLL Counselor</p>	<p>Local Funds Title I funds</p>	<p>August 2019- May 2020</p>	<p>Sign-In Sheets School Website Gallery</p>	<p>Parent Surveys</p>		Title
<p>ditional parent meetings to m of the current r and academic ns of the campus</p>	<p>Parent Educator Principal Assistant Principal Teachers CLL Counselor</p>	<p>Local Funds Title I funds</p>	<p>August 2019- May 2020</p>	<p>Sign-In Sheets School Website Gallery</p>	<p>Parent Surveys</p>		Title
<p>ngs to inform parents of tudents about SSI nts for passing STAAR State it</p>	<p>Parent Educator Principal Assistant Principal Teachers CLL Counselor</p>	<p>Local Funds Title I funds</p>	<p>August 2019- May 2020</p>	<p>Sign-In Sheets</p>	<p>Parent Surveys</p>		Title

2019-2020 Raul Longoria Elementary

Goal #6

Elementary Goal 6: Technology -The district will implement and update a comprehensive plan for meeting student learning needs

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

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Instructional Technologist will work 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>Adult literacy and digital skills training to its parents. Parental Involvement technology literate Bilingual/ESL conduct these trainings. place on a monthly basis. The parent will receive its own adult</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>	

ia Elementary Goal 6: Technology

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

Ind Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide technology (Accelerated Reader) to facilitate implementation for all	Teachers Librarian	Accelerated Reader Software, adequate bandwidth, and adequate hardware	August 2019- May 2020	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program
Integrate technology in classroom. These available in the home for all including Minds, Clever, Imagine Learning, etc.	Teachers Computer Lab Manager Librarian	AR Imagine Learning	August 2019-May 2020	Usage reports	Increase in the number of students using the programs	Review of Clever
Collaborate with CIT and manager to integrate hardware and programs in facilitate and engage	Teachers CIT Computer Lab Manager	LEARNING.COM MIMIO Imagine Learning LIGHTSPEED EDUSMART PROMETHEAN BOARDS ILEARNING.COM	August 2019-June 2020	Walkthroughs Lesson Plans	Increase student exposure, knowledge, and interaction	Reports from programs

ngoria Elementary Goal 6: Technology

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

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
will use curriculum and technology essential 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.
will dedicate at least 30 week for TA Applications action (learning.com)	Teachers	Learning.com, Instructional Technology Labs	August 2019-June 2020	Walk-throughs LAB usage logs	Increase in student achievement	

ngoria Elementary Goal 6: Technology

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

gies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>nd maintain a campus a resource for instruction for school to community ation. The campus will informational updates on the and implementation of / and other projects the district as well as g projects.</p>	<p>Teachers Principal Assistant Principal Librarian Counselor CIT Computer Lab Teacher</p>	<p>Campus website, Living Tree, and district Intranet Class Dojo</p>	<p>August 2019- May 2020</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects. PBL projects,</p>	

ngoria Elementary Goal 6: Technology

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

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Internet instruction to all students. The district will provide training for all K-8 students. Learning for all others. Teachers have to be trained on new internet resources and updates every year because resources are constantly changing.</p>	<p>Teachers</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>August 2019-May 2020</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>	

2019-2020 Raul Longoria Elementary

Goal #7

Coria Elementary 7: Create a Safe School Culture and Climate.

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

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title
Teachers on student referrals, de-escalation and discipline	Principal, Counselor	Local Funds	August 2019- June 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title:
Faculty and Staff on lab use and neglect, discipline	Counselor	Local Funds	August 2019- June 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title:
Teachers on MTSSB implementation of Tier I and Tier II	Principal, Counselor	Local Funds	August 2019- June 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title:
Implement MTSSB throughout daily and every site of the	All Staff	Local Funds	August 2019- June 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title:

Virginia Elementary Goal 7: Create a Safe School Culture and Climate.

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

and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title
<p>Identify student needs (vision and hearing)</p> <p>Provide social services</p> <p>Provide support services</p>	<p>Nurse</p> <p>Principal</p> <p>Parents</p> <p>Teachers</p> <p>Counselor</p> <p>Support Staff</p>	<p>-SCE and TI, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>August 2019- June 2020</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title</p>
<p>Develop management, education and care of asthma.</p> <p>Implement national clinical asthma by health care</p> <p>Facilitate communication between staff and parents.</p> <p>Train staff about asthma triggers and</p>	<p>Nurse</p> <p>Principal</p> <p>Parents</p> <p>Teachers</p> <p>Counselor</p> <p>Support Staff</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 2019- June 2020</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</p>

ngoria Elementary Goal 7: Create a Safe School Culture and Climate.

ve 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic ac

gies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>PS: imon or national outcome and/or tool to assess well-nd disseminate a best-locument for community dren to the appropriate rvices (school-based clinics) portservices including of bullying/emotional ide risk. s: use of the bullying/suicide</p>	<p>Nurse Principal</p>		<p>August 2019- June 2020</p>			
<p>e safety of all students and</p>	<p>Nurse Principal Counselor</p>	<p>-Behavioral Centers -PSJA LPC</p>	<p>August 2019- June 2020</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 ADA</p>
<p>s: ency Response Plan/Team sed and modified annually or staff on managing hile emergency is taking</p>	<p>Nurse Principal Crisis Interventi on Team Teachers</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo</p>	<p>August 2019- June 2020</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 ADA</p>

ngoria Elementary Goal 7: Create a Safe School Culture and Climate.

ve 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic ac

gies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>chool environment free of violence.</p> <p>Partnerships with parents to share responsibilities of discipline referrals to deal with pupils at risk will develop a positive view learn to use effective social skills.</p>	<p>Principal Assistant principal Counselor</p>	<p>-Texas Tropical -Behavioral Centers -Police Departments</p>	<p>August 2019- June 2020</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>Development of each individual's personal growth, self-responsible behavior, youth participation and citizenship. Increase the participation rate in extracurricular activities.</p>	<p>Principal Assistant principal Counselor</p>	<p>-Athletic Department -LPC</p>	<p>August 2019- June 2020</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>

ngoria Elementary Goal 7: Create a Safe School Culture and Climate.

ve 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic ac

gies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>ren to the appropriate rvice (school-based clinics)</p>	<p>Principal Assistant principal Counselor</p>	<p>-Texas Tropical -Behavioral Centers -Police Departments</p>	<p>August 2019- June 2020</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>upport services including of bullying emotional de risk.</p>	<p>Principal Assistant principal Counselor</p>	<p>-Athletic Department -LPC</p>	<p>August 2019- June 2020</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>

ngoria Elementary Goal 7: Create a Safe School Culture and Climate.

ve 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic ac

gies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
ency Response Plan/Team sed and modified annually	Principal Assistant principal Counselor	-Texas Tropical -Behavioral Centers -Police Departments	August 2019- June 2020	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
chool environment free of violence. Promote and Red Ribbon Week	Principal Assistant principal Counselor	-Athletic Department -LPC	August 2209- June 2019	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by sidedata analysis
personal growth self- sponsible behavior, youth nt and citizenship	Administration, counselor, nurse, staff	PAL	August 2019- 2020	Ongoing assistance, trusting relationship and rapport with student	Student participation in extracurricular activities	Side by side data analysis

Virginia 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
<p>Childhood and adolescent promoting physical activity, and educating their healthcare providers.</p> <p>Students:</p> <ul style="list-style-type: none"> exercise and nutrition for improvement of healthy lifestyle will coaches will try to improve amount of activity in school setting. policies that support healthy physical activities. <p>Healthy USA School and the challenge.</p> <p>Public awareness, provide materials and appropriate</p>	<p>-Nurse Coaches Principal Staff</p>	<p>-Child nutrition department -Coaching staff -Dietician DHR school based clinic</p>	<p>August 2019- June 2020</p>	<p>Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years</p>	<p>Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>

ngoria Elementary Goal 7: Create a Safe School Culture and Climate.

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

gies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>t all daily security/safety in compliance with the mandates</p>	<p>Principal All Staff</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>Security Audits sent to all Principals</p>	<p>Decrease in security incidents</p>	<p>Side by side data analysis</p>
<p>Ischool staff on lockdown</p>	<p>Principal Asst. Principal</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>Minimum two lock downs per campus per school year</p>	<p>Schools are prepared for emergency situations</p>	<p>Side by side data analysis</p>

Angoria 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.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Development for classroom management, student behavior and	Principal All Staff	Local Funds	August 2019- June 2020	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis
opportunities for professional growth conferences, and mentors for all teachers.	Principal Asst. Principal	Local Funds	August 2019- June 2020	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis

Coria Elementary Goal 7: Create a Safe School Culture and Climate.

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

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Scl Cor
<p>istent rollment procedures to it engagement and</p>	<p>Principal Office Staff Teachers</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<ul style="list-style-type: none"> -Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS 	<p>Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports</p>	<p>Tit</p>
<p>n of Attendance/Non- idelines and</p>	<p>Principal, PEIMS Clerk Teacher</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, weekly, six weeks and year report Decrease in discipline and truancy.</p>	<p>Data Analysis Review Updated through corrective measures.</p>	<p>Tit</p>
<p>nts with potential sues. Provide for students in the ecovery Program(ARP). hool Attendance / Truancy Prevention</p>	<p>Principal, PEIMS Clerk Teacher assigned</p>	<p>Local Funds</p>	<p>August 2019- June 2020</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application ARP lists</p>	<p>Increase of student attendance through daily, weekly, six weeks and year report Decrease of students in ARP list. Decrease truancy.</p>	<p>Data Analysis Review Updated through corrective measures.</p>	<p>Tit</p>

Coria Elementary Goal 7: Create a Safe School Culture and Climate.

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

Steps and Action	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Scl Cor
Attendance rewards every six	Administration Teachers	Local Funds	August 2019- June 2020	Teacher perfect attendance rosters Grade level/movie holding room list	PEIMS report	Comparison report	Tit
Individual student	Administration,	Local Funds	August 2019- June 2020	Award Certificate	PEIMS report	Comparison report.	Tit
1 consecutive/excessive tardies.	Parent Educator	Local Funds	August 2019- June 2020	Correspondence, Phone call logs.	PEIMS Report	Comparison report	Tit

Coria Elementary Goal 7: Create a Safe School Culture and Climate.

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

Steps and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Sci Cor
<p>Effective accountability attendance and address initiation messenger</p>	<p>Principal Office Staff</p>	<p>Local Funds</p>	<p>August 2019-June 2020</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>eSchool Cognos Reports PEIMS end of year report On pointe data base</p>	<p>Texas Academic Report Card PBM District improvement DVM Accountability</p>	<p>Ti</p>
<p>Student support through school ensure student academic</p>	<p>Principal All Staff</p>	<p>Local Funds</p>	<p>August 2019-June 2020</p>	<p>School Community Liaison Program Personnel eSchool Data</p>	<p>Increase in student achievement through EOC Improvement in student behavior Procedures manual/handbook Journal writing</p>	<p>Community Resources Collaborative partnerships</p>	<p>Ti</p>

2019-2020 Raul Longoria Elementary

Goal #8

Elementary Goal 8: Staff Quality, Recruitment, and Retention

: Develop and retain 100% highly qualified staff.

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title School Compo
<p>Recruitment for new teachers</p>	<p>CLL, principal, assistant principal, mentor</p>	<p>Experience that teachers that have been trained as mentors</p>	<p>August 2019-May 2020</p>	<ul style="list-style-type: none"> Mentor logs 	<ul style="list-style-type: none"> Increase in teacher satisfaction and moral improvement in student performance 	<ul style="list-style-type: none"> McREI Evaluation Student Academic performance rigor/relevance rubric 	
<p>Retention and positive reinforcement for teacher</p> <p>Staff appreciation</p> <p>Recognition</p> <p>Monthly Recognition</p>	<p>Principal Assistant Principal Counselor</p>	<p>Title I</p>	<p>August 2019-May 2020</p>	<p>Staff Retention</p>	<ul style="list-style-type: none"> Staff retiring from district 	<ul style="list-style-type: none"> More experience workforce 	
<p>Retention Highly</p> <p>through:</p> <p>Review committee</p> <p>Staff criteria for</p> <p>Recommendations</p> <p>District Job Fair</p> <p>Employee</p> <p>Certification</p> <p>Background check</p>	<p>Principal</p>	<p>Title I Local</p>	<p>August 2019-Ongoing</p>	<p>Retention Rate of district staff Higher Staff moral</p>	<ul style="list-style-type: none"> Improve student academic scores Improvement in quality of teaching 	<ul style="list-style-type: none"> Staff Retention Reports 	

Elementary Goal 8: Staff Quality, Recruitment, and Retention

1: Develop and retain 100% highly qualified staff.

Action	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Strategic Objectives
Professional development and coaching in need of very of instruction.	Instructional Coaches Principal Assistant Principal Mentor	Local funds I3 Invest in Innovation funds	August 2019 May 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
Develop and retain 100% highly qualified staff.	Instructional Coaches Principal Assistant Principal Mentor	Local funds I3 Invest in Innovation funds	August 2019- May 2020	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Coaching and support	Instructional Coaches Principal Assistant Principal Mentor	Local funds I3 Invest in Innovation funds	August 2019- May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

Elementary Goal 8: Staff Quality, Recruitment, and Retention

Develop and retain 100% highly qualified staff.

Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
im for new s	CLL Principal Assistant Principal Mentor	Experience teachers that have been trained as mentors.	Aug. 2019 –May 2020	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric
ective :hing system with onal development	CLL Principal Assistant Principal Mentor	Title One Local Funds	August 2019- May 2020	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
. training on umentation of	CLL	Title One Local Funds	August 2019- May 2020	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
on, as needed in essional CLL support for mprove delivery uction.	CLL	Title One Local Funds	August 2019- May 2020	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
2018-2019



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INTEGRATED CAMPUS CHECKLIST

Raul Longoria Elementary
Appendix



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

Raul Longoria Elementary

INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



<u>CIP Criteria</u>	<u>Yes</u>	<u>No</u>	<u>CIP Page #s</u>
1. Was a comprehensive needs assessment of the entire school conducted?	✓	-	<u>I. 1-15</u>
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? I. 1-15

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

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

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

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

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

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

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

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

✓ -

Raul Longoria Elementary

INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



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16. Does the campus plan include strategies for violence prevention and intervention? ✓ - I. 1-23
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? ✓ -
20. Was the Campus Performance Objectives Council (CPOC) involved in the planning process for the campus improvement plan? ✓ -
21. Did the CPOC approve the campus plan, including staff development? (Copy of meeting agenda and minutes should be included as an appendix) ✓ Appendices H,I,J

Raul Longoria Elementary
2019-2020



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SCIENCE BUDGET

Raul Longoria Elementary
2019-2020



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2019 ACCOUNTABILITY REPORT

Raul Longoria Elementary
2019-2020



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TEXAS ACADEMIC PERFORMANCE REPORT 2019

Raul Longoria Elementary
2019-2020



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2019 - 2020 PROGRAM LIST

Raul Longoria Elementary
2019-2020



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AT-RISK LIST

Raul Longoria Elementary
2019-2020



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PARENTY/ STUDENT/ TEACHER COMPACT

Raul Longoria Elementary
2019-2020



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Addendum:

**Effective Schools Framework
2019-2020**



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**Effective Schools Framework
2019-2020**



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Raul Longoria Elementary

2019-2020

SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPAIGN PLAN



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SBDM

Raul Longoria Elementary

2019-2020

SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN



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September 16, 2019

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

2019-2020

SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

Campus Plan Approval Minutes

September 16, 2019

Meeting was called to order by Dr. Rosalina Garcia-Borrego, Principal. Presentation of campus plan rough draft was conducted by Dr. Rosalina Garcia-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 Dr. Rosalina Garcia-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
2019-2020
SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

School Administration

Rosalina Borrego, Principal
Elisa Aguilera, Asst. Principal
Elisabeth Brown , Counselor

Para-Professional

Catalina Ceja

Support Staff

Martin Pena

Community Member

Cynthia Sandoval

Professionals

Karla Gutierrez- PK
Karin Isaacs- Kinder
Lorena De La Cruz- 1st Grade
Gloria Tovar- 2nd Grade
Sylvia Garcia- 3rd Grade
Anabelly Segura-4th Grade
Laura Ornelas- 5th Grade
Marlet Villa- At Risk

Resource

Jessica Tijerina

Parent

Maria Antonietta Vasquez