Raul Longoria Elementary
CAMPUS IMPROVEMENT PLAN
2021-2022

School Profile

Executive Summary Cont.

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

Summary of Goals: Raul Longoria's goal is to improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets and Masters level on STAAR by 5% in all subject areas and subgroups. Students in grades K-2 will show a 5% increase in the number of students performing in Tier 1 as determined by TPRI/Tejas Lee, Istation reading, Imagine Learning Math, and Reasoning Minds for Math. Each grade level will show a 5% increase in the percentage of students reading on grade level. State data will reflect a 5% increase in Domains I, II, and III. Longoria Elementary will provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide social emotional initiative. In addition, Longoria Elementary will increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between the economically disadvantaged, special education and EL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Longoria Elementary will continue to partner with community stakeholders to ensure student/campus success.

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

School Profile

Executive Summary
Campus Improvement Plan: School Year 2021-2022
Campus Name: Raul Longoria Elementary School

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

Demographics Summary: The current enrollment at Raul Longoria Elementary as of October 2019 is 712 students. The student population at Raul Longoria Elementary consists of 98.5% Hispanic, 1% White, 0.6% Black. Our students represent low socio-economic status of approximately 94.5% with 1.8% migrant students and a high percentage of mobility. Approximately 5.9% of our student population receive special education services, while 4% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2.3% of our student population. The bilingual population is approximately 43.8%. The attendance rate for the campus has consistently maintained at approximately 99.6%. Most of our students live in the Citrus Bay, Boulder Park area, and in the neighborhood across the school, which encircles our campus. We currently have 32 students who transferred into Raul Longoria Elementary from various zones.

Comprehensive Needs Assessment Summary: Raul Longoria Elementary received an overall grade of 84 out of 100 based on performance in three different areas, or domains. Raul Longoria was rated a B campus over all. In Domain I Student Achievement, Raul Longoria earned a 78. Domain I shows how much students know and can do at the end of the school year. In Domain II, School Progress, Longoria earned an 88. Domain II shows how students perform over time and how that growth compares to similar schools. In Domain III, Closing the Gaps, Longoria scored a 76. Domain III shows how well different student groups within a school are performing.

2020 School Board of Education

Jorge L. Zambrano, *President*

Jesus "Jesse" Vela, Jr., *Vice-President*

Jorge "George" Palacios, *Secretary-Treasurer*

Cynthia A. Gutierrez, *Assistant Secretary-Treasurer*

Ricardo Rick Pedraza, *Member*

Carlos G. Villegas, Jr., *Member*

Jesus A. "Jesse" Zambrano, *Member*

Superintendent's Cabinet

Jorge L. Arredondo, Ed.D., Superintendent of Schools

Juan Alvarez, Chief of Staff

Janet C. Robles, Chief Financial Officer

Rolando "Rudy" Treviño, Ed.D., Chief Academic Officer

Melissa Aguero-Ramirez, Chief of Human Resources

Hestroverto "Nick" Martinez, Chief Operations Officer

Senior Staff

Rebeca Garza, Ed.D, *Assistant Superintendent for Human Capital Development*

Orlando Noyola, Ed.D, Assistant *Superintendent for Student Services*

Lauro Davalos, Ed.D, *Assistant Superintendent for Technology*

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Nora Rivas-Garza, *Executive Officer for Middle Schools*

Iris Alvarez, *Executive Officer for Middle Schools*

Corina Ramirez, *Executive Officer for Elementary Schools*
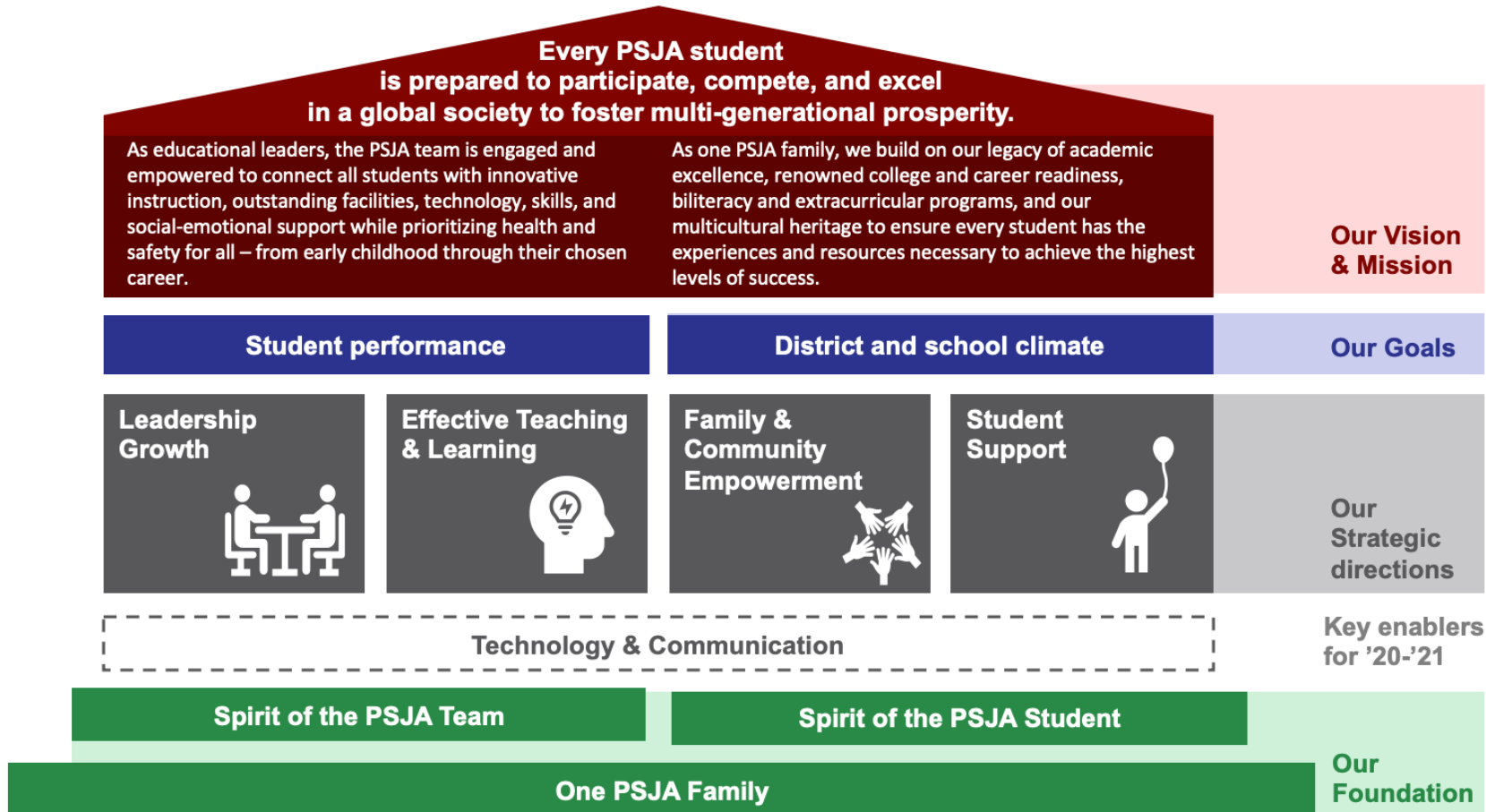
Claudia Gonzalez, *Executive Officer for Elementary Schools*

Joe Garza, *Executive Officer for Elementary Schools*

Linda Uribe, *Executive Director for College Readiness*

Rebecca Gonzales, *Executive Director for Budget and Finance*

2021-2022 Strategic Planning Framework

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Our Vision & Mission

Student performance	District and school climate	**Our Goals**

Leadership Growth	Effective Teaching & Learning	Family & Community Empowerment	Student Support	**Our Strategic directions**

Technology & Communication — **Key enablers for '20-'21**

Spirit of the PSJA Team | Spirit of the PSJA Student

One PSJA Family — **Our Foundation**

Board of Education Goals

Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2023.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2023.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2023.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2023.

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2023.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2023.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2023.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2023.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2023.

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2023.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2023.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2023.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2023.

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2023.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2023.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2023.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2023.

School Administration

Dr. Rosalina García-Borrego, Principal
Elisa Aguilera, Asst. Principal
Claudia González, Executive Officer

Pre-Kínder	Kinder	1st Grade	2nd Grade	3rd Grade
Cortez, Martina **Cano, Cynthia** **Medina, Kristin** **Galicia, Maria** **Gomez, Veronica** **Prek-3** **Gutierrez, Karla**	**Dennett, Christal** **Karin Isaacs** **Reyes, Isaac** **Villa, Marlet**	**Susie Attwood** **Garza, Alisa** **Lorena De La Cruz** **Ochoa, Diana** **Pena, Sara**	**Martinez, Blanca** **Pena, Noemi** **Tovar, Gloria** **Villarreal, Jessica**	**Garcia, Susana** **Garcia, Sylvia** **Martinez, Julissa**
4th Grade **Contreras, Nora** **Cruz, Stephanie** **Hernandez, Samantha** **Segura, Anabely**	**5th Grade** **Garcia, Martin** **Garza, Irma** **Herrera, Noelia** **Guerra, Rachel**	**Resource** **Tijerina, Jessica– Sp.Ed.** **Castillo, Jessica – Sp. Ed.** **Ornelas, Laura– Science Lab** **Compean, Roberto– P.E. Coach** **García, Ludivina- P.E. Coach.** **Leos, Enedelia– Music** **- Librarian** **García, Paola- Nurse** **Arrambide, Josiah -At Risk SCE**	**Cafeteria** **García, María –Manager** **Cabello, Juana** **García, Isabel** **Robles, Melina** **Ybarra, María**	**Custodians** **Pena, Martin – Head** **Alvarado, Jorge** **Espino, Maria** **Hernandez, Enrique**
Crossing Guard **Gutierrez, Maria** **Loera, Roberto**	**Speech Therapist** **Esquivel, Rosemary** **Diagnostican** **Garibay, Renee**	**Office Staff** **- Counselor** **Campos, Marina- Computer Lab** **- Parent Educator** **Sánchez, Alma- Secretary** **Garza, Sara- Peims Clerk** **Vera, Dora– Office Clerk**	**CLL** **Nora Lisa Martinez**	

School Based Decision-Making Committee: 2021-2022

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

Para-Professional
Ceja, Catalina

Support Staff
Peña, Martin

Community Member
Sandoval, Cynthia

Meeting Dates
- 10/22/2021
- 11/19/2021
- 1/28/2022
- 3/11/2022

Professionals
Gutierrez, Karla- P3
Dennett, Chrytal - Kinder
Garza, Alisa- 1st Grade
Tovar, Gloria– 2nd Grade
Garcia, Sylvia– 3rd Grade
Castillo, Jessica-4th Grade
Ornelas, Laura– 5th Grade
Nora Lisa Martinez– CLL

Resource
Jessica Tijerina – Special Education Teacher

Parent
Vasquez, Maria Antonieta

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

10 Components of a Title I,

1. Comprehensive Needs Assessment

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

2. Reform strategies

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

3. Instruction by Highly Qualified Teachers

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

4. High-Quality and Ongoing Professional Development

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

5. Strategies to Attract Highly Qualified Teachers

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

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

6. Strategies to Increase Parental Involvement

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

7. Transition (IN 2016-2017 THIS APPLIES TO TRANSITION FROM PRESCHOOL ONLY. UNDER ESSA BEGINNING 2017-2018, IT ALSO APPLIES TO MIDDLE AND HIGH SCHOOL TRANSITIONS.)
a. Required: Provide transition assistance for students coming from preschool
b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
d. Best practice: Arrange guided site visits to high school for middle school students

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

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

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

CIP Part 1: Background, Data Analysis, and Needs

Vision

Our vision at Raul Longoria Elementary is to create a PreK3-5th grade that is highly regarded for their 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

Mission Statement

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

Loyal Longoria Elementary staff will:

*L*ead with passion

*I*nspire life-long learners

*O*pen opportunities for generational changes

*N*ourish, love and compassion for self & others

*S*erve with purpose and humility

Roaring Towards Excellence!

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.

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2019- 20 STAAR Campus TAPR

2. TELPAS Scores

3. TPRI / Tejas Lee Data

4. Circle Data

5. 2019 - 20 Attendance

6. PEIMS Demographics

7. Parental Involvement Data

2018-19 Texas Academic Performance Report

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

Campus Name: **RAUL LONGORIA EL**

Campus Number: **108909115**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness

CINA Domain #1: By Subject – Math

Domain #1

Demographics Summary

MATHEMATICS

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

Needs:

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

- **In Mathematics,** the special education subgroup scored 42% at approaches level, in comparison to the all student group who scored (85% at Approaches) by 43% for the 2018-19 school year.

- The **Mathematics** group passing rate in the **All Subjects a**reas at **Meets,** at Raul Longoria Elementary was at 11 %, falling behind the **All p**opulation (53% at Meets) by 42% for the 2018-19 school year.

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

Strengths:

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

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

Domain #1

Demographics Summary

WRITING

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

Needs:

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

- The **Writing** group passing rate in the **All Subject**s areas % at **Approaches,** at Raul Longoria Elementary was at 17%, falling behind the **All p**opulation(68%) by 51% for the 2018-19 school year.

- The **Writing** group passing rate in the **All Subjects a**reas % at **Meets,** at Raul Longoria Elementary was at 0%, falling behind the **All p**opulation(29%) by 29% for the 2018-19 school year.

- The **Writing** group passing rate in the **All Subjects** areas % at **Masters,** at Raul Longoria Elementary was at 0%, falling behind the **All p**opulation(5%) by 5% for the 2018-19 school year.

Strengths:

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

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

Domain #1

Demographics Summary

SCIENCE

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

Needs:

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

- The **Science** group passing rate in the **All Subject**s areas % at **Approaches,** at Raul Longoria Elementary was at 29%, falling behind the **All p**opulation(88%) by 59% for the 2018-19 school year.

- The **Science** group passing rate in the **All Subjects a**reas % at **Meets,** at Raul Longoria Elementary was at 14%, falling behind the **All p**opulation(65%) by 51% for the 2018-19 school year.

- The **Science** group passing rate in the **All Subjects** areas % at **Masters,** at Raul Longoria Elementary was at 0%, falling behind the **All p**opulation(34%) by 34 % for the 2018-19 school year.

Strengths:

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

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

CINA Domain #1: Special Education - Reading

Domain #1

Demographics Summary

SPECIAL EDUCATION:

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

Needs:

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

- The **Special Education** group passing rate in **ELA/Reading** % at **Approaches,** at Raul Longoria Elementary was at 32%, falling behind the **All p**opulation(82%) by 50% for the 2018-19 school year.

- The **Special Education** group passing rate in **ELA/Reading** % at **Meets,** at Raul Longoria Elementary was at 11%, falling behind the **All p**opulation(45%) by34 % for the 2018-19 school year.

- The **Special Education** group passing rate in the **ELA/Reading** % at **Masters,** at Raul Longoria Elementary was at 5%, falling behind the **All p**opulation(19%) by 14% for the 2018-19 school year.

Strengths:

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

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

Domain #1

Demographics Summary

SPECIAL EDUCATION:

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

Needs:

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

- The **Special Education** group passing rate in **Mathematics** % at **Approaches),** at Raul Longoria Elementary was at 42%, falling behind the **All p**opulation(85%) by 43% for the 2018-19 school year.

- The **Special Education** group passing rate in **Mathematics** % at **Meets,** at Raul Longoria Elementary was at 11 %, falling behind the **All p**opulation(53%) by42 % for the 2018-19 school year.

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

Strengths:

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

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

CINA Domain #1: Special Education - Writing

Domain #1

Demographics Summary

SPECIAL EDUCATION:

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

Needs:

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

- The **Special Education** group passing rate in **Writing** % at **Approaches,** at Raul Longoria Elementary was at 17%, falling behind the **All p**opulation(68%) by 51% for the 2018-19 school year.

- The **Special Education** group passing rate in **Writing** % at **Meets,** at Raul Longoria Elementary was at 0 %, falling behind the **All p**opulation(29%) by 29% for the 2018-19 school year.

- The **Special Education** group passing rate in the **Writing** % at **Masters,** at Raul Longoria Elementary was at 0%, falling behind the **All p**opulation(5%) by 5% for the 2018-19 school year.

Strengths:

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

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

CINA Domain #1: Special Education - Science

Domain #1

Demographics Summary

SPECIAL EDUACTION:

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

Needs:

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

- The **Special Education** group passing rate in **Science** % at **Approaches,** at Raul Longoria Elementary was at 29%, falling behind the **All p**opulation(88%) by 59% for the 2018-19 school year.

- The **Special Education** group passing rate in **Science** % at **Meets,** at Raul Longoria Elementary was at 14 %, falling behind the **All p**opulation(65%) by 51% for the 2018-19 school year.

- The **Special Education** group passing rate in the **Science** % at **Masters,** at Raul Longoria Elementary was at 0%, falling behind the **All p**opulation(34%) by 34% for the 2018-19 school year.

Strengths:

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

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

CINA Domain #1: Special Education – All Subjects

Domain #1

Demographics Summary

SPECIAL EDUCATION

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

Needs:

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

- The **Special Education** group passing rate in the **All Subject**s areas,% at **Approaches)** at Raul Longoria Elementary was at 33 %, falling behind the **All p**opulation(82%)by 49 % for the 2018-19 school year.

- The **Special Education** group passing rate in the **All Subjects a**reas % at **Meets,** at Raul Longoria Elementary was at 10%, falling behind the **All p**opulation(48%) by 38% for the 2018-19 school year.

- The **Special Education** group passing rate in the **All Subjects** areas % at **Masters,** at Raul Longoria Elementary was at 4%, falling behind the **All p**opulation(22%) by 18% for the 2018-19 school year.

Strengths:

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

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

Domain #1

Demographics Summary

ENGLISH LANGUAGE LERANERS (ELL)

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

Strengths:

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

- The **ELL** group passing rate in **ELA/Reading** % at **Approaches,** at Raul Longoria Elementary was at 85%, above the **All p**opulation(82%) by 3% for the 2018-19 school year.

- The **ELL** group passing rate in **ELA/Reading** % at **Meets,** at Raul Longoria Elementary was at 53%, above the **All p**opulation(45%) by 8% for the 2018-19 school year.

- The **ELL** group passing rate in **ELA/Reading** % at **Masters,** at Raul Longoria Elementary was at 21%, above the **All p**opulation(19%) by 2% for the 2018-19 school year.

CINA Domain #1: ELLs - Math

Domain #1

Demographics Summary

ENGLISH LANGUAGE LEARNERS (ELL)

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

Strengths:

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

- The **ELL** group passing rate in **Mathematics** % at **Approaches,** at Raul Longoria Elementary was at 91%, above the **All p**opulation(85%) by 6% for the 2018-19 school year.

- The **ELL** group passing rate in **Mathematics** % at **Meets,** at Raul Longoria Elementary was at 54%, above the **All p**opulation(53%) by 1% for the 2018-19 school year.

- The **ELL** group passing rate in **Mathematics** % at **Masters,** at Raul Longoria Elementary was at 29%, above the **All p**opulation(28%) by 1% for the 2018-19 school year.

Domain #1

Demographics Summary

ENGLISH LANGUAGE LEARNERS (ELL)

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

Strengths:

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

- The **ELL** group passing rate in **Writing** % at **Approaches,** at Raul Longoria Elementary was at 74%, above the **All p**opulation(68%) by 6% for the 2018-19 school year.

- The **ELL** group passing rate in **Writing** % at **Meets,** at Raul Longoria Elementary was at 37%, above the **All p**opulation(29%) by 8% for the 2018-19 school year.

- The **ELL** group passing rate in **Writing** % at **Masters,** at Raul Longoria Elementary was at 6%, above the **All p**opulation(5%) by 1 % for the 2018-19 school year.

CINA Domain #1: ELLs - Science

Domain #1

Demographics Summary
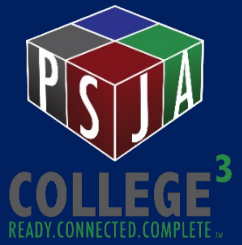
ENLISH LANGUAGE LEARNERS (ELL)

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

Needs:

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

- The **ELL** group passing rate in **Science %** at **Meets,** at Raul Longoria Elementary was at 62 %, falling behind the **All p**opulation(65%) by 3 % for the 2018-19 school year.

- The **ELL** group passing rate in **Science** % at **Masters,** at Raul Longoria Elementary was at33 %, falling behind the **All p**opulation(34%) by 1% for the 2018-19 school year.

Strengths:

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

- The **ELL** group passing rate in **Science** % at **Approaches,** at Raul Longoria Elementary was at 90%, above the **All p**opulation(88%) by 2% for the 2018-19 school year.

CINA Domain #1: ELLs – All Subjects

Domain #1

Demographics Summary

ENGLISH LANGUAG LEARNERS (ELL)

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

Strengths:

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

- The **ELL** 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.

- The **ELL** group passing rate in the **All Subjects a**reas % at **Meets,** at Raul Longoria Elementary was at 52%, above the **All p**opulation(48%) by 4% for the 2018-19 school year.

- The **ELL** group passing rate in the **All Subjects** areas % at **Masters),**at Raul Longoria Elementary was at 23%, above the **All p**opulation(22%) by 1% for the 2018-19 school year.

CINA Domain #1: Economically Disadvantaged-Reading

Domain #1

Demographics Summary

ECONOMICALLY DISADVANTAGE:

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

Needs:

As evident in the **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 p**opulation(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 p**opulation(45%) by2 % 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 p**opulation(19%) by 2% for the 2018-19 school year.

Strengths:

As evident 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.

CINA Domain #1: Economically Disadvantaged - Math

Domain #1

Demographics Summary

ECONOMICALLY DISADVANTAGE:

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

Needs:

- As evident 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 p**opulation(82%) by 2% for the 2018-19 school year.

- The **Economically Disadvantaged** group passing rate in **Mathematics** %at **Approaches,** at Raul Longoria Elementary, was 84 %, falling behind the **All p**opulation (85% at at Approaches) by 1% for the 2018-19 school year.

- The **Economically Disadvantaged** group passing rate in **Mathematics %**at **Meets,** at Raul Longoria Elementar, was 50%, falling behind the **All p**opulation(53% at Meets) by 3% for the 2018-19 school year.

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

Strengths:

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

- The **Economically Disadvantaged** group passing rate in **Mathematics 50% at Meets,** at Raul Longoria Elementary which is 10% away from the 60% goal.

CINA Domain #1: Economically Disadvantaged- Science

Domain #1

Demographics Summary

ECONOMICALLY DISADVANTAGE:

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

Needs:

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

- The **Economically Disadvantaged** group passing rate in **Science** 86% at **Approaches,** at Raul Longoria Elementary was at 86 %, falling behind the **All p**opulation(88%) by 2% for the 2018-19 school year.

- The **Economically Disadvantaged** group passing rate in **Science 63**% at **Meets,** at Raul Longoria Elementary was at 63 %, falling behind the **All p**opulation(65%) by 2% for the 2018-19 school year.

- The **Economically Disadvantaged** group passing rate in **Science 31**% at **Masters,** at Raul Longoria Elementary was at 31%, falling behind the **All p**opulation(34%) by 3% for the 2018-19 school year.

Strengths:

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

The **Economically Disadvantaged** group passing rate in **Science 63% @ Meets,** exceeding the goal set by the state (60%).

The Economically Disadvantaged group passing rate in Science 31% @ Masters, exceeding the goal set at by the state (30%).

CINA Domain #1: Economically Disadvantaged Writing

Domain #1

Demographics Summary

ECONOMICALLY DISADVANTAGE:

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

Needs:

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

- The **Economically Disadvantaged** group passing rate in **Writing** 67% at **Approaches,** at Raul Longoria Elementary was at 67%, falling behind the **All p**opulation(68%) by1 % for the 2018-19 school year.

- The **Economically Disadvantaged** group passing rate in **Writing 25**% at **Meets,** at Raul Longoria Elementary was at 25%, falling behind the **All p**opulation(29%) by 4% for the 2018-19 school year.

- The **Economically Disadvantaged** group passing rate in Writing **4**% at **Masters,** at Raul Longoria Elementary was at 4%, falling behind the **All p**opulation(5%) by 1% for the 2018-19 school year.

Strengths:

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

- The **Economically Disadvantaged** group passing rate in **Writing 25**% at Meets, only 5% below the state goal (30%).

CINA Domain #1: Economically Disadvantaged-All Subjects

Domain #1

Demographics Summary

ECONOMICALLY DISADVANTAGE:

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

Needs:

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

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

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

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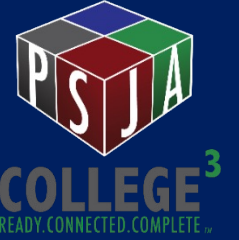
Strengths:

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

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

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

Total Students: 76
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	24%	18%	-	18%	-	-	-	-	-	0%	-	18%	17%	13%	19%
	2018	26%	24%	12%	-	12%	-	-	-	-	-	0%		8%	40%	12%	17%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	94%	95%	-	95%	-	-	-	-	-	43%	-	94%	100%	94%	98%
	2018	91%	92%	91%	-	91%	-	-	-	-	-	50%	*	92%	80%	90%	91%
At Meets Grade Level or Above	2019	58%	63%	53%	-	53%	-	-	-	-	-	14%	-	50%	67%	50%	51%
	2018	58%	62%	51%	-	51%	-	-	-	-	-	0%	*	50%	60%	52%	66%
At Masters Grade Level	2019	36%	38%	23%	-	23%	-	-	-	-	-	0%	-	24%	17%	18%	23%
	2018	30%	32%	18%	-	18%	-	-	-	-	-	0%	*	14%	50%	19%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	82%	88%	-	88%	-	-	-	-	-	29%	-	85%	100%	86%	91%
	2018	76%	82%	84%	-	84%	-	-	-	-	-	50%	*	85%	80%	83%	83%
At Meets Grade Level or Above	2019	49%	56%	65%	-	65%	-	-	-	-	-	14%	-	68%	50%	63%	63%
	2018	41%	48%	46%	-	46%	-	-	-	-	-	42%	*	42%	70%	46%	37%
At Masters Grade Level	2019	24%	27%	34%	-	34%	-	-	-	-	-	0%	-	37%	17%	31%	35%
	2018	17%	20%	14%	-	14%	-	-	-	-	-	17%	*	11%	40%	14%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	75%	82%	-	82%	-	*	-	-	-	33%	*	82%	79%	80%	86%
	2018	77%	73%	80%	-	80%	-	*	-	-	-	39%	100%	80%	81%	79%	82%
At Meets Grade Level or Above	2019	50%	46%	48%	-	48%	-	*	-	-	-	10%	*	48%	45%	45%	53%
	2018	48%	43%	48%	-	48%	-	*	-	-	-	14%	20%	47%	53%	46%	51%
At Masters Grade Level	2019	24%	20%	22%	-	22%	-	*	-	-	-	4%	*	23%	14%	20%	24%
	2018	22%	17%	19%	-	19%	-	*	-	-	-	5%	20%	17%	29%	17%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	82%	-	82%	-	*	-	-	-	32%	*	82%	81%	80%	85%
	2018	74%	67%	78%	-	78%	-	*	-	-	-	39%	*	78%	79%	77%	82%
At Meets Grade Level or Above	2019	48%	41%	45%	-	45%	-	*	-	-	-	11%	*	44%	47%	43%	54%
	2018	46%	39%	46%	-	45%	-	*	-	-	-	13%	*	45%	50%	43%	52%
At Masters Grade Level	2019	21%	16%	19%	-	19%	-	*	-	-	-	5%	*	20%	19%	17%	21%
	2018	19%	14%	20%	-	20%	-	*	-	-	-	4%	*	19%	26%	18%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	83%	85%	-	85%	-	-	-	-	-	42%	*	86%	79%	84%	91%
	2018	81%	80%	83%	-	83%	-	-	-	-	-	43%	*	83%	87%	82%	85%
At Meets Grade Level or Above	2019	52%	53%	53%	-	53%	-	-	-	-	-	11%	*	53%	51%	50%	54%
	2018	50%	49%	52%	-	52%	-	*	-	-	-	4%	*	51%	55%	50%	56%
At Masters Grade Level	2019	26%	26%	28%	-	28%	-	-	-	-	-	5%	*	30%	14%	26%	30%
	2018	24%	23%	23%	-	23%	-	-	-	-	-	0%	*	21%	37%	21%	27%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	68%	-	68%	-	-	-	-	-	17%	-	70%	62%	67%	74%
	2018	66%	63%	68%	-	68%	-	-	-	-	-	0%	-	68%	71%	66%	73%
At Meets Grade Level or Above	2019	38%	39%	29%	-	29%	-	-	-	-	-	0%	-	30%	24%	25%	37%
	2018	41%	38%	44%	-	44%	-	-	-	-	-	0%	-	44%	43%	38%	45%
At Masters Grade Level	2019	14%	13%	5%	-	5%	-	-	-	-	-	0%	-	5%	5%	4%	6%
	2018	13%	12%	8%	-	8%	-	-	-	-	-	0%	-	8%	7%	6%	10%

Domain #2 Part A
Demographics Summary:
All Students:

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

Needs:
As evidenced in the 2019 STAAR assessments , the results show an achievement gap as follows:

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

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

- In **Math** in the Academic Growth Status (Domain 2 Part A) the total score was 72, which is 11 points higher than reading.
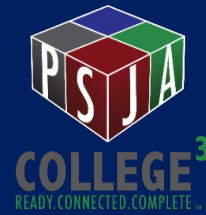
TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

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

Total Students: 764
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	58	-	58	-	-	-	-	-	100	-	58	55	58	57
	2018	63	65	73	-	73	-	-	-	-	-	67	-	72	81	73	82
Grade 4 Mathematics	2019	65	63	77	-	77	-	-	-	-	-	67	-	77	78	77	83
	2018	65	68	83	-	83	-	-	-	-	-	67	-	81	93	84	89
Grade 5 ELA/Reading	2019	81	76	65	-	65	-	-	-	-	-	50	-	65	67	64	66
	2018	80	81	76	-	76	-	-	-	-	-	89	▼	75	89	75	74
Grade 5 Mathematics	2019	83	83	66	-	66	-	-	-	-	-	64	-	65	71	64	64
	2018	81	81	77	-	77	-	-	-	-	-	83	▼	76	85	75	71
All Grades Both Subjects	2019	69	67	67	-	67	-	-	-	-	-	68	-	66	67	66	68
	2018	69	70	77	-	77	-	-	-	-	-	79	▼	76	87	77	80
All Grades ELA/Reading	2019	68	66	61	-	61	-	-	-	-	-	71	-	61	59	60	61
	2018	69	69	75	-	75	-	-	-	-	-	80	▼	73	84	74	78
All Grades Mathematics	2019	70	69	72	-	72	-	-	-	-	-	65	-	71	75	71	75
	2018	70	70	80	-	80	-	-	-	-	-	78	▼	78	90	79	81

Campus Prior Year Growth

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

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

Total Students: 764
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	57%	-	57%	-	-	-	-	-	22%	57%	58%
	2018	38%	37%	66%	-	66%	-	-	-	-	-	53%	65%	74%
Mathematics	2019	45%	49%	47%	-	47%	-	-	-	-	-	22%	47%	59%
	2018	47%	49%	68%	-	68%	-	-	-	-	-	53%	68%	70%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	79%	83%	-	83%	-	-	-	-	-	14%	81%	84%
Students Requiring Accelerated Instruction	2019	22%	21%	17%	-	17%	-	-	-	-	-	86%	19%	16%
STAAR Cumulative Met Standard	2019	86%	87%	94%	-	94%	-	-	-	-	-	43%	93%	95%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	100%	-	100%	-	-	-	-	-	100%	100%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	88%	77%	-	77%	-	-	-	-	-	0%	75%	86%
Students Requiring Accelerated Instruction	2019	17%	12%	23%	-	23%	-	-	-	-	-	100%	25%	14%
STAAR Cumulative Met Standard	2019	90%	94%	95%	-	95%	-	-	-	-	-	43%	95%	98%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	*

Comprehensive Needs Assessment: Domain #2 Part B

Domain #2 Part B
Demographics Summary:
All Students:
The following sources from across the campus were used to review the **All Student** data at Raul Longoria Elementary by the Site Based Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results. Raul Longoria Elementary will also work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting.

Needs:
As evidenced in the 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:
As 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 (67%) and therefore earned a "B" rating in the overall rating for Domain 2.

Domain #2: Relative Performance (Part B)

Texas Education Agency
2019 Relative Performance
RAUL LONGORIA EL (108909115) - PHARR-SAN JUAN-ALAMO ISD
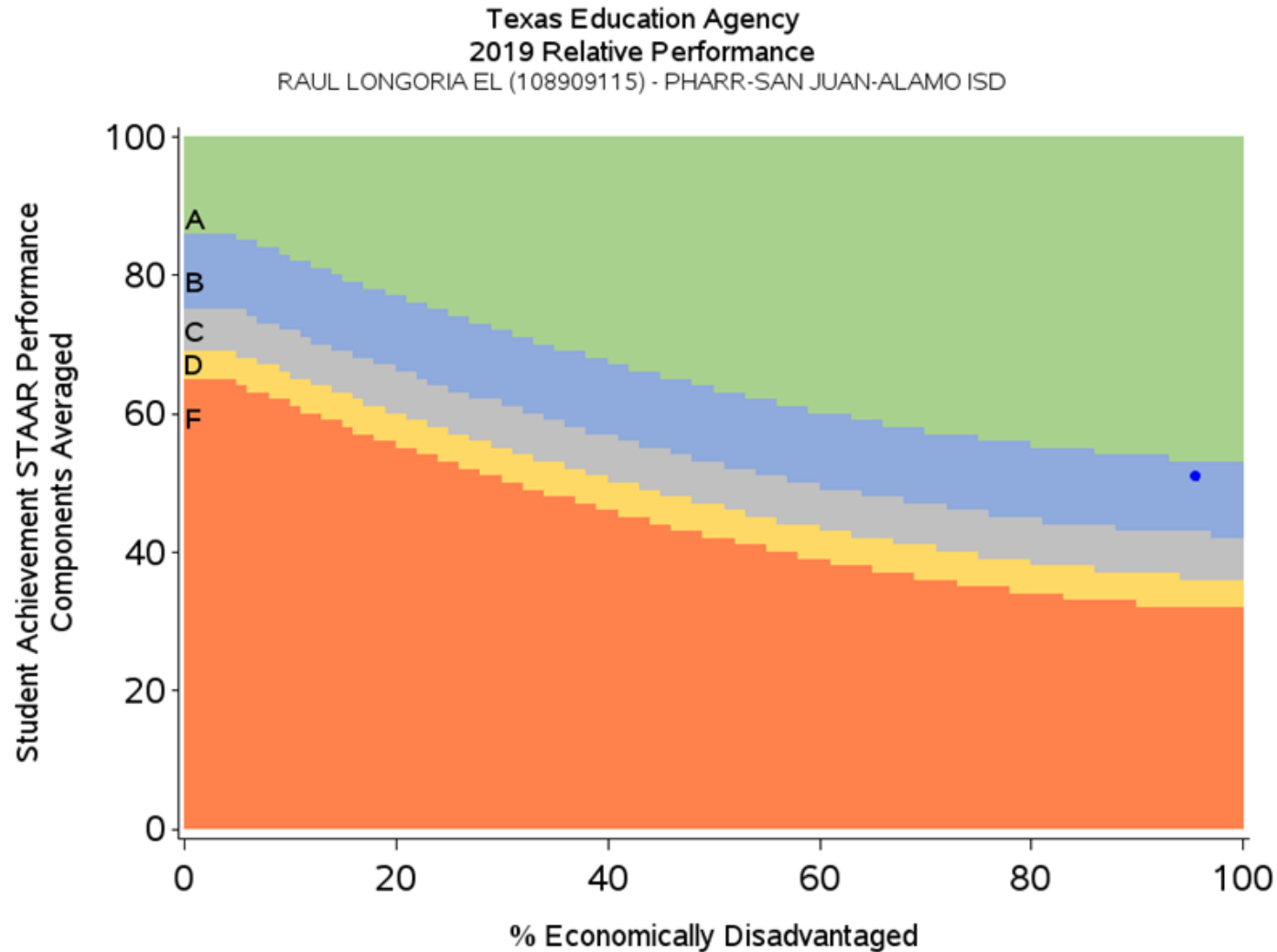
Note: Place your mouse cursor over a plot point for more detailed information.

Campus Prior Year Growth by Grade & Subject

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

Total Students: 764
Grade Span: PK - 05
School Type: Elementary

School Progress Domain - Academic Growth Score by Grade and Subject

	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	62	58	-	58	-	-	-	-	-	100	-	58	55	58	57
	2018	63	65	73	-	73	-	-	-	-	-	67	-	72	81	73	82
Grade 4 Mathematics	2019	65	63	77	-	77	-	-	-	-	-	67	-	77	78	77	83
	2018	65	68	83	-	83	-	-	-	-	-	67	-	81	93	84	89
Grade 5 ELA/Reading	2019	81	76	65	-	65	-	-	-	-	-	50	-	65	67	64	66
	2018	80	81	76	-	76	-	-	-	-	-	89	*	75	89	75	74
Grade 5 Mathematics	2019	83	83	66	-	66	-	-	-	-	-	64	-	65	71	64	64
	2018	81	81	77	-	77	-	-	-	-	-	83	*	76	85	75	71
All Grades Both Subjects	2019	69	67	67	-	67	-	-	-	-	-	68	-	66	67	66	68
	2018	69	70	77	-	77	-	-	-	-	-	79	*	76	87	77	80
All Grades ELA/Reading	2019	68	66	61	-	61	-	-	-	-	-	71	-	61	59	60	61
	2018	69	69	75	-	75	-	-	-	-	-	80	*	73	84	74	78
All Grades Mathematics	2019	70	69	72	-	72	-	-	-	-	-	65	-	71	75	71	75
	2018	70	70	80	-	80	-	-	-	-	-	78	*	78	90	79	81

CINA: Domain #3 - Overall

Domain #3
Demographics Summary:
All Students:

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

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

CINA: Domain #3 – Special Education

Domain #3
Demographics Summary
Special Education:

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

Needs:

As 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.

Domain #3
Demographics Summary
Special Education:

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

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

- **As indicated in the Academic Status (Domain 3)** the Sp Ed students in Reading fall behind the Reading **All** student population **by 34%** for the 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 23% and was not met. Indicating **need of Target Support.**

Domain #3
Demographics 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.

Strengths:

- 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.

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

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

Needs:
As evidence in the 2019 STAAR assessments, the results show an achievement gap as follows:
* A indicated in Academic Achievement Status in the Math, ELL students **%** fell behind the **ALL %** student population by **10%** for the 2018 - 2019 school year.
* As indicated in the School Quality Status the ELL students **30%,** fell behind of the **All 47%** student population by 17% for the 2018-2019 school year.

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

Strengths:
As evidenced in the 2019 STAAR assessments, the results show the following strengths:
- The ELL population met all **6 out of 6 s**tandard as required by the state.
- As indicated in the Academic Achievement Status in **math (40%)**, the ELL students met the math target and are very close **(6%)** to reaching the all population of **46%** for the 2018-2019 school year.
- As indicated in the Academic Achievement Growth Status (**64%**), the ELL students met the growth target and are very close **(2%**) to reaching the All population of **66**% for the 2018-2019 school year.
- As indicated in the Academic Achievement Status (**46% a**t Meets Grade Level or Above) in **reading (52%)**, the ELL students surpassed the All population **(46%) by (6%**) for the 2018-2019 school year.
- As indicated in the Academic Achievement Status **(53%** at Meets Grade Level or Above) in **math (56%)**, the ELL students surpassed the All population **(52%) by (4%)** for the 2018-2019 school year.
- As indicated in the Academic Growth Status **(37%** at Meets Grade Level or Above) in **reading (78%),** the ELL students surpassed the All population (**75%) by (3%)** for the 2018-2019 school year.
- As indicated in the Academic Achievement Status **68%** at Meets Grade Level or Above) in **math (81%),** the ELL students surpassed the All population **(80%) by (1%**) for the 2018-2019 school year.
- As indicated in the Student Success Status **(25%** at Meets Grade Level or Above) in **reading (51%),** the ELL students surpassed the All population (**48%) by (3%)** for the 2018-2019 school year.
- As indicated in the Student Success Status (**26%** at Meets Grade Level or Above) in **reading (23%)**, the ELL students surpassed the All population **(19%) by (4%)** for the 2018-2019 school year.

Domain #3

Demographics Summary

English Language Learners (ELL):

Needs

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

On the STAAR exam:

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

- 3rd grade Math passing rate for ELL students at Raul Longoria Elementary was 74%, 5% below the state.

- 4th grade Reading passing rate for ELL students at Raul Longoria Elementary was 64%, 16% above the state passing rate.

- 4th grade Math passing rate for ELL students at Raul Longoria Elementary was 89%, 9% above the state passing rate.

- 4th grade Writing passing rate for ELL students at Raul Longoria Elementary was 74%, 24% above the state passing rate.

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

- 5th grade Math passing Rate for ELL students at Raul Longoria Elementary was 79%, 2% below the state passing rate.

- 5th grade Science passing rate for ELL students at Raul Longoria Elementary was 85%, 27% above the state passing rate.

Domain #3

Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

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

On the STAAR exam:

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

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

On the TELPAS State Assessment:

Raul Longoria Elementary ELL showed a yearly increase in progress of 12% from 2018-2019 based on their performance of the same or more than one level progress in the TELPAS proficiency level.

In 2017, the TELPAS Yearly Achievement Summary indicates that 72% of the ELL students met or advance more than 1 level in their TELPAS Progress indicators.

In 2018, the TELPAS Yearly Achievement Summary indicates that 61% of the ELL students met or advance more than 1 level in their TELPAS Progress indicators.

Domain #3

Demographics

Demographics Summary

English Language Learners (ELL):

Needs:

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

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

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

Strengths:

As evidenced in the 2019 TELPAS Assessments, the results show the following strengths:

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

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

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

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

Domain #3

Demographics

Demographics Summary

Economically Disadvantage:

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

Needs:

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

- As 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 Proficiency Level as compared to the 2018-2019 school year which was 0.09% in the Composite Rating.

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

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

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

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

- As indicated in Student Success Status **(47%) at Meets Grade-Level or Above)** 45% of the ECO students fall behind the **All** population **(48%) by 3%** ,for the 2018 – 2019 school year.

Strengths:

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

Domain #3: Closing the Gap

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	55%	33%	29%	19%	36%	46%	42%		
Target Met	Y		Y						Y	Y		N		Y		
% at Meets GL Standard or Above	45%	-	45%	-	-	-	-	-	43%	54%	11%	*	44%	47%		
# at Meets GL Standard or Above	120	-	120	-	-	-	-	-	107	74	2	*	100	20		
Total Tests (Adjusted)	268	-	268	-	-	-	-	-	250	138	19	*	225	43		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y		Y						Y	Y		Y		Y		
% at Meets GL Standard or Above	53%	-	53%	-	-	-	-	-	50%	54%	11%	*	53%	51%		
# at Meets GL Standard or Above	141	-	141	-	-	-	-	-	126	75	2	*	119	22		
Total Tests (Adjusted)	268	-	268	-	-	-	-	-	250	138	19	*	225	43		
Total Indicators															11	12
Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	66	66	67		
Target Met	N		N						N	N		N		N		
Academic Growth Score	61	-	61	-	-	-	-	-	60	61	71	-	61	59		
Growth Points	107.5	-	107.5	-	-	-	-	-	98.5	55	8.5	-	88.5	19		
Total Tests	176	-	176	-	-	-	-	-	163	90	12	-	144	32		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y		Y						Y	Y		Y		Y		
Academic Growth Score	72	-	72	-	-	-	-	-	71	75	65	-	71	75		
Growth Points	131.5	-	131.5	-	-	-	-	-	121	72.5	8.5	-	107.5	24		
Total Tests	183	-	183	-	-	-	-	-	170	97	13	-	151	32		
Total Indicators															6	12
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2017 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2016 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2016 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2016 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										41%						
TELPAS Progress										85						
TELPAS Total										206						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Y		Y						Y	Y		N		Y		
STAAR Component Score	51	-	51	-	-	-	-	-	48	54	16	*	51	46		
% at Approaches GL Standard or Above	82%	-	82%	-	-	-	-	-	80%	86%	33%	*	82%	79%		
% at Meets GL Standard or Above	48%	-	48%	-	-	-	-	-	45%	53%	10%	*	48%	45%		
% at Masters GL Standard	22%	-	22%	-	-	-	-	-	20%	24%	4%	*	23%	14%		
Total Tests	720	-	720	-	-	-	-	-	671	373	51	*	601	119		
Total Indicators															6	7
School Quality Status																
Target	47%	31%	41%	58%	42%	78%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	-	100%	-	-	-	-	-	100%	100%	100%	*	100%	100%		
# Participants	279	-	279	-	-	-	-	-	261	146	19	*	227	52		
Total Tests	279	-	279	-	-	-	-	-	261	146	19	*	227	52		
Mathematics																

Domain #3: Closing the Gap (Goals)

Elementary and Middle Schools

Academic Achievement (Percentage at MEETS Grade Level or Above)

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

Academic Growth

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

Student Achievement Domain

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

English Language Proficiency Status

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

GOAL	Area Reviewed	Summary of Strengths STAAR	Summary of Needs STAAR	Priorities
1	**Goal 1** **STAAR** Student Achievement **Domain I:** Student Achievement Target Score: 60 Longoria El. Score: 51 Scaled Score **78** **Domain 2:** School Progress Part A: Academic Growth Longoria El. Part AA: 67 Scaled Score **67** Part B: Relative Performance Target Score: 54 (A) Longoria El. Part B-A. Score:51 Scale Score **88** Overall School Progress Scale Score **88** **BM #2** Student Achievement **Domain I:** Student Achievement Target Score: 60	*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%). **BM #2** Every Raul Longoria Elementary student will master rigorous academic standards to ensure college and career readiness. **2019-20:** Not Rated due to COVID **2020-21:** Not Rated due to COVID	*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%). **BM #2** *The 3rd Grade **Meets** level in Reading decreased by 10% in 2021 BM2 (28%) as compared to STAAR 2019 (38%). *The 4th Grade **Meets** level in Reading decreased by 16% in 2021 BM2 (24%) as compared to STAAR 2019 (40%). *The 5th Grade **Meets** level in Reading decreased by 6% in 2021 BM2 (40%) as compared to STAAR 2019 (46%). *The 3rd Grade **Meets** level in **Math** decreased by 31% in 2021 BM2 (21%) as compared to STAAR 2019 (52%). *The 4th Grade **Meets** level in **Math** decreased by 46% in 2021 BM2 (13%) as compared to STAAR 2019 (54%). *The 5th Grade **Meets** level in **Math** decreased by 15% in 2021 BM2 (35%) as compared to STAAR 2019 (41%). *The 4th Grade **Meets** level in **Writing** decreased by 12% in 2021 BM2 (14%) as compared to STAAR 2019 (26%). *The 5th Grade **Meets** level in **Science** decreased by 35% in 2021 BM2 (28%) as compared to STAAR 2019 (63%).	Improve student learning @ the Meets Standards in : **4th Grade Math** **4th Grade Reading** **4th Grade Writing** **Goal: 20% growth or Higher** Increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target goal.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs STAAR	Priorities
2	**Goal 2:** **STAAR** **Domain 3:** Closing the Gaps Target Score: 100 Longoria El. Score: 71 Scaled Score 76 = C **Goal 2:** **BM #2** **Domain 3:** Closing the Gaps Target Score: 100	**STAAR** *The campus met the **Academic Achievement Status** for 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 **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. *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%). **BM #2** Every Raul Longoria Elementary student will master rigorous academic standards to ensure college and career readiness. **2019-20:** Not Rated due to COVID **2020-21:** Not Rated due to COVID	**STAAR** *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%). *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%). **BM #2** Due to Covid *The campus decreased significantly in the overall status for Domain in 2021 as compared to 2018 (92%). *The campus Did Not Meet the **Academic Achievement Status** for District Targets in **Reading** for the following populations: Continuously Enrolled. *The campus Did Not Meet the **Growth Status** for the District 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 BM2 Component** for the District Target for the following populations: Special Education *The campus did not meet the District Target for the Domain 2 **Reading, Math, Writing, and Science**. *The campus decreased significantly in Domain 2 in **BM2** 2021 as compared to STAAR 2019.	Special population groups (Special Education, RTI, & 504 students) will receive additional support and intensive interventions in reading, writing, and math. Summer School will also be provided for these populations. Improve the Academic Growth measure in Domain 2A by: **20%** Improve the Academic Growth measure in Domain 2B by: **3%**

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Goal 3:	Improve Safety, Public Support, Culture and Climate	• 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	• **PK3-5th Grade Parent involvement** • **Curriculum Nights for all grade levels.**	• Create opportunities for parents to be involved in students' education • Initiate parent academic conferences at all levels
4	Increase Staff Quality, Recruitment, and Retention	• Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Highly Qualified Staff • New Teacher Academy • McRell Evaluation Tool • Mentoring Program	• Improve Student Attendance to 98% • Business Community Involvement • Training on SLO and McRel Evaluation tool.	• Build public relations • Improve teacher retention • Improve teacher ratings in McRel Evaluation Tools. • New Teachers assigned a mentor

2019
TAPR REPORT

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

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

Total Students: 764
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																
At Approaches Grade Level or Above	2019	81%	80%	88%	-	88%	-	-	-	-	-	29%	-	85%	100%	86%	91%
	2018	80%	77%	84%	-	84%	-	-	-	-	-	50%	▼	85%	80%	83%	83%
At Meets Grade Level or Above	2019	54%	48%	65%	-	65%	-	-	-	-	-	14%	-	68%	50%	63%	63%
	2018	51%	43%	46%	-	46%	-	-	-	-	-	42%	▼	42%	70%	46%	37%
At Masters Grade Level	2019	25%	20%	34%	-	34%	-	-	-	-	-	0%	-	37%	17%	31%	35%
	2018	23%	16%	14%	-	14%	-	-	-	-	-	17%	▼	11%	40%	14%	14%

Yearly Comparison by Subject: Approaches, Meets, & Masters

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

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

Total Students
Grade Span: PK
School Type: Elemen

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	24%	18%	-	18%	-	-	-	-	-	0%	-	18%	17%	13%	19%
	2018	26%	24%	12%	-	12%	-	-	-	-	-	0%	·	8%	40%	12%	17%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	94%	95%	-	95%	-	-	-	-	-	43%	-	94%	100%	94%	98%
	2018	91%	92%	91%	-	91%	-	-	-	-	-	50%	·	92%	80%	90%	91%
At Meets Grade Level or Above	2019	58%	63%	53%	-	53%	-	-	-	-	-	14%	-	50%	67%	50%	51%
	2018	58%	62%	51%	-	51%	-	-	-	-	-	0%	·	50%	60%	52%	66%
At Masters Grade Level	2019	36%	38%	23%	-	23%	-	-	-	-	-	0%	-	24%	17%	18%	23%
	2018	30%	32%	18%	-	18%	-	-	-	-	-	0%	·	14%	50%	19%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	82%	88%	-	88%	-	-	-	-	-	29%	-	85%	100%	86%	91%
	2018	76%	82%	84%	-	84%	-	-	-	-	-	50%	·	85%	80%	83%	83%
At Meets Grade Level or Above	2019	49%	56%	65%	-	65%	-	-	-	-	-	14%	-	68%	50%	63%	63%
	2018	41%	48%	46%	-	46%	-	-	-	-	-	42%	·	42%	70%	46%	37%
At Masters Grade Level	2019	24%	27%	34%	-	34%	-	-	-	-	-	0%	-	37%	17%	31%	35%
	2018	17%	20%	14%	-	14%	-	-	-	-	-	17%	·	11%	40%	14%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	75%	82%	-	82%	-	-	-	-	-	33%	·	82%	79%	80%	86%
	2018	77%	73%	80%	-	80%	-	·	-	-	-	39%	100%	80%	81%	79%	82%
At Meets Grade Level or Above	2019	50%	46%	48%	-	48%	-	-	-	-	-	10%	·	48%	45%	45%	53%
	2018	48%	43%	48%	-	48%	-	·	-	-	-	14%	20%	47%	53%	46%	51%
At Masters Grade Level	2019	24%	20%	22%	-	22%	-	-	-	-	-	4%	·	23%	14%	20%	24%
	2018	22%	17%	19%	-	19%	-	·	-	-	-	5%	20%	17%	29%	17%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	82%	-	82%	-	·	-	-	-	32%	·	82%	81%	80%	85%
	2018	74%	67%	78%	-	78%	-	-	-	-	-	39%	·	78%	79%	77%	82%
At Meets Grade Level or Above	2019	48%	41%	45%	-	45%	-	·	-	-	-	11%	·	44%	47%	43%	54%
	2018	46%	39%	46%	-	45%	-	-	-	-	-	13%	·	45%	50%	43%	52%
At Masters Grade Level	2019	21%	16%	19%	-	19%	-	·	-	-	-	5%	·	20%	19%	17%	21%
	2018	19%	14%	20%	-	20%	-	·	-	-	-	4%	·	19%	26%	18%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	83%	85%	-	85%	-	·	-	-	-	42%	·	86%	79%	84%	91%
	2018	81%	80%	83%	-	83%	-	-	-	-	-	43%	·	83%	87%	82%	85%
At Meets Grade Level or Above	2019	52%	53%	53%	-	53%	-	·	-	-	-	11%	·	53%	51%	50%	54%
	2018	50%	49%	52%	-	52%	-	·	-	-	-	4%	·	51%	55%	50%	56%
At Masters Grade Level	2019	26%	26%	28%	-	28%	-	·	-	-	-	5%	·	30%	14%	26%	30%
	2018	24%	23%	23%	-	23%	-	·	-	-	-	0%	·	21%	37%	21%	27%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	68%	-	68%	-	-	-	-	-	17%	·	70%	62%	67%	74%
	2018	66%	63%	68%	-	68%	-	-	-	-	-	0%	-	68%	71%	66%	73%
At Meets Grade Level or Above	2019	38%	39%	29%	-	29%	-	-	-	-	-	0%	-	30%	24%	25%	37%
	2018	41%	38%	44%	-	44%	-	-	-	-	-	0%	-	44%	43%	38%	45%
At Masters Grade Level	2019	14%	13%	5%	-	5%	-	-	-	-	-	0%	-	5%	5%	4%	6%
	2018	13%	12%	8%	-	8%	-	-	-	-	-	0%	-	8%	7%	6%	10%

2021
BM #2

TEKScore Performance Summary
for RAUL LONGORIA EL

Subject: Mathematics   Grade: 03   Language: English   Version: 006   Date: 3/9/2021
Passing Standard: 75%   Description: BM 2- 3rd Grade Math English

Students: 81   Passed: 17 (21%)   Average Score: 50

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 75%	17	21%
No	< 75%	64	79%

* passing standard is 75%

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 88%	2	2%
Meets	>= 75% < 88%	15	19%
Approaches	>= 53% < 75%	23	28%
Below	< 53%	41	51%

* STAAR performance standards are defined in the test key

Cumulative STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 88%	2	2%
Meets	>= 75%	17	21%
Approaches	>= 53%	40	49%
Below	< 53%	41	51%

* STAAR performance standards are defined in the test key

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TEKScore Performance Summary
for RAUL LONGORIA EL

Subject: Mathematics   Grade: 04   Language: English   Version: 006   Date: 3/9/2021
Passing Standard: 71%   Description: BM#2 4th Grade Math English

Students: 77   Passed: 12 (16%)   Average Score: 45

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 71%	12	16%
No	< 71%	65	84%

* passing standard is 71%

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 82%	4	5%
Meets	>= 71% < 82%	8	10%
Approaches	>= 50% < 71%	18	23%
Below	< 50%	47	61%

* STAAR performance standards are defined in the test key

Cumulative STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 82%	4	5%
Meets	>= 71%	12	16%
Approaches	>= 50%	30	39%
Below	< 50%	47	61%

* STAAR performance standards are defined in the test key

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TEKScore Performance Summary
for RAUL LONGORIA EL

MA.05.006.E

Subject: Mathematics   Grade: 05   Language: English   Version: 006   Date: 3/9/2021
Passing Standard: 72%   Description: BM#2 - 5th Grade Math English

Students: 78   Passed: 27 (35%)   Average Score: 53

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 72%	27	35%
No	< 72%	51	65%

* passing standard is 72%

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 83%	7	9%
Meets	>= 72% < 83%	20	26%
Approaches	>= 50% < 72%	16	21%
Below	< 50%	35	45%

* STAAR performance standards are defined in the test key

Cumulative STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 83%	7	9%
Meets	>= 72%	27	35%
Approaches	>= 50%	43	55%
Below	< 50%	35	45%

* STAAR performance standards are defined in the test key

DMAC Solutions ®   Page 1 of 1   6/8/2021

TEKScore Performance Summary
for RAUL LONGORIA EL

Subject: Reading   Grade: 03   Language: English   Version: 006   Date: 3/10/2021
Passing Standard: 76%   Description: BM #2 3rd Grade Reading English

Students: 63   Passed: 17 (27%)   Average Score: 55

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 76%	17	27%
No	< 76%	46	73%

* passing standard is 76%

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 85%	7	11%
Meets	>= 76% < 85%	10	16%
Approaches	>= 53% < 76%	18	29%
Below	< 53%	28	44%

* STAAR performance standards are defined in the test key

Cumulative STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 85%	7	11%
Meets	>= 76%	17	27%
Approaches	>= 53%	35	56%
Below	< 53%	28	44%

* STAAR performance standards are defined in the test key

DMAC Solutions ®   Page 1 of 1

TEKScore Performance Summary
for RAUL LONGORIA EL

Subject: Reading   Grade: 04   Language: English   Version: 006   Date: 3/10/2021
Passing Standard: 75%   Description: BM #2 4TH Grade Reading English

Students: 59   Passed: 16 (27%)   Average Score: 52

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 75%	16	27%
No	< 75%	43	73%

* passing standard is 75%

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 86%	5	8%
Meets	>= 75% < 86%	11	19%
Approaches	>= 53% < 75%	10	17%
Below	< 53%	33	56%

* STAAR performance standards are defined in the test key

Cumulative STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 86%	5	8%
Meets	>= 75%	16	27%
Approaches	>= 53%	26	44%
Below	< 53%	33	56%

* STAAR performance standards are defined in the test key

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TEKScore Performance Summary
for RAUL LONGORIA EL

RE.05.006.E

Subject: Reading   Grade: 05   Language: English   Version: 006   Date: 3/10/2021
Passing Standard: 76%   Description: BM #2 5th grade Reading English

Students: 61   Passed: 23 (38%)   Average Score: 61

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 76%	23	38%
No	< 76%	38	62%

* passing standard is 76%

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 87%	11	18%
Meets	>= 76% < 87%	12	20%
Approaches	>= 58% < 76%	17	28%
Below	< 58%	21	34%

* STAAR performance standards are defined in the test key

Cumulative STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 87%	11	18%
Meets	>= 76%	23	38%
Approaches	>= 58%	40	66%
Below	< 58%	21	34%

* STAAR performance standards are defined in the test key

DMAC Solutions ®   Page 1 of 1   6/8/2021

TEKScore Performance Summary
for RAUL LONGORIA EL

Subject: Reading   Grade: 03   Language: Spanish   Version: 006   Date: 3/10/2021
Passing Standard: 71%   Description: BM #2 3rd Grade Reading Spanish

Students: 18   Passed: 7 (39%)   Average Score: 56

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 71%	7	39%
No	< 71%	11	61%

* passing standard is 71%

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 82%	1	6%
Meets	>= 71% < 82%	6	33%
Approaches	>= 50% < 71%	5	28%
Below	< 50%	6	33%

* STAAR performance standards are defined in the test key

Cumulative STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 82%	1	6%
Meets	>= 71%	7	39%
Approaches	>= 50%	12	67%
Below	< 50%	6	33%

* STAAR performance standards are defined in the test key

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RE.03.006.S

TEKScore Performance Summary
for RAUL LONGORIA EL

Subject: Reading   Grade: 04   Language: Spanish   Version: 006   Date: 3/10/2021
Passing Standard: 75%   Description: BM #2 - 4TH Grade Reading Spanish

Students: 21   Passed: 2 (10%)   Average Score: 39

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 75%	2	10%
No	< 75%	19	90%

* passing standard is 75%

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 86%	0	0%
Meets	>= 75% < 86%	2	10%
Approaches	>= 56% < 75%	0	0%
Below	< 56%	19	90%

* STAAR performance standards are defined in the test key

Cumulative STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 86%	0	0%
Meets	>= 75%	2	10%
Approaches	>= 56%	2	10%
Below	< 56%	19	90%

* STAAR performance standards are defined in the test key

DMAC Solutions ®   Page 1 of 1

TEKScore Performance Summary
for RAUL LONGORIA EL

Subject: Reading   Grade: 05   Language: Spanish   Version: 006   Date: 3/10/2021
Passing Standard: 68%   Description: BM #2 5th grade Reading Spanish

Students: 17   Passed: 6 (35%)   Average Score: 56

RE.05.006.S

Passing Standard

Passed	Criteria	Students	Percent
Yes	>= 68%	6	35%
No	< 68%	11	65%

* passing standard is 68%

STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 84%	1	6%
Meets	>= 68% < 84%	5	29%
Approaches	>= 50% < 68%	3	18%
Below	< 50%	8	47%

* STAAR performance standards are defined in the test key

Cumulative STAAR Performance Standards

Standard	Criteria	Students	Percent
Masters	>= 84%	1	6%
Meets	>= 68%	6	35%
Approaches	>= 50%	9	53%
Below	< 50%	8	47%

* STAAR performance standards are defined in the test key

DMAC Solutions ®   Page 1 of 1   6/8/2021

2022 STAAR SCHOOL Goals

2021-2022 Raul Longoria Elementary Goals

3rd Grade Mathematics

% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing Benchmark	School Goal
		STAAR 2019	**BM #2 2021**	**STAAR 2022**
Approaches	6%	79%	49%	**85%**
Meets	8%	52%	21%	**60%**
Masters	5%	25%	2%	**30%**

4th Grade Mathematics

% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing Benchmark	School Goal
		STAAR 2019	**BM #2 2021**	**STAAR 2022**
Approaches	7%	**83%**	**39%**	**90%**
Meets	6%	**54%**	**13%**	**60%**
Masters	3%	**32%**	**1%**	**35%**

5th Grade Mathematics

% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing Benchmark	School Goal
		STAAR 2019	**BM #2 2021**	**STAAR 2022**
Approaches	4%	76%	58%	**80%**
Meets	9%	41%	35%	**50%**
Masters	9%	21%	8%	**30%**

2021-2022 Raul Longoria Elementary Goals

3rd Grade Reading

% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing Benchmark	School Goal
		STAAR 2019	BM #2 2021	STAAR 2022
Approaches	10%	80%	57%	90%
Meets	7%	38%	28%	45%
Masters	7%	23%	7%	30%

4th Grade Reading

% of **Students** Passing State Assessment		% of **Students** Passing State Assessment	% of **Students** Passing Benchmark	School Goal
		STAAR 2019	BM #2 2021	STAAR 2022
Approaches	13%	72%	33%	85%
Meets	10%	40%	23%	50%
Masters	6%	24%	6%	30%

5th Grade Reading

% of **Students** Passing State Assessment		% of **Students** Passing State Assessment	% of **Students** Passing Benchmark	School Goal
		STAAR 2019	BM #2 2021	STAAR 2022
Approaches	12%	78%	65%	90%
Meets	14%	46%	36%	60%
Masters	16%	14%	17%	30%

2021-2022 Raul Longoria Elementary Goals

4th Grade Writing				
% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing Benchmark	School Goal
		STAAR 2019	**BM #2 2021**	**STAAR 2022**
Approaches	13%	**67%**	**53%**	**80%**
Meets	14%	**26%**	**28%**	**40%**
Masters	12%	**3%**	**14%**	**15%**

2021-2022 Raul Longoria Elementary Goals

5th Grade Science				
% Needed to Meet School Goal		% of **Students** Passing State Assessment	% of **Students** Passing Benchmark	School Goal
		STAAR 2019	**BM #2 2021**	**STAAR 2022**
Approaches	7%	**88%**	**51%**	**95%**
Meets	0	**63%**	**28%**	**65%**
Masters	4%	**31%**	**5%**	**35%**
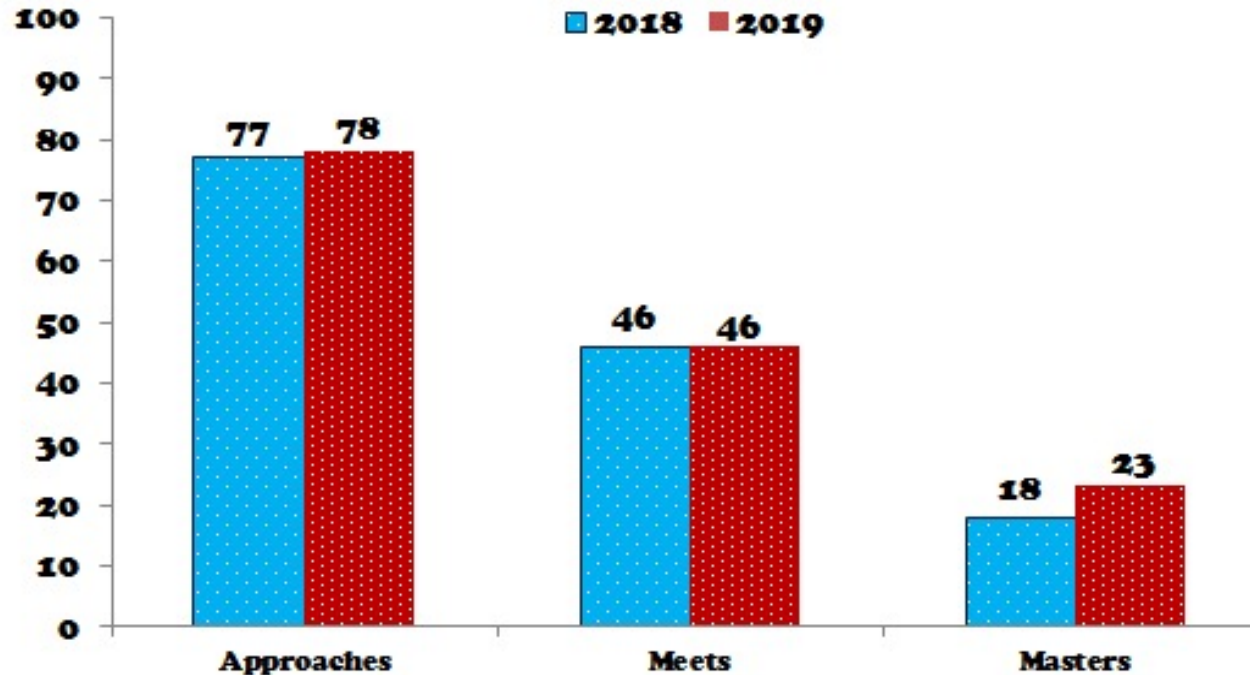
Longoria Elementary
STAAR Overall

Domains: 1, 2, 3

Legend: ■ 2018 ■ 2019

Domain	2018	2019
Domain #1	77	78
Domain #2 A	83	67
Domain #2B	86	88
Domain #3	92	76
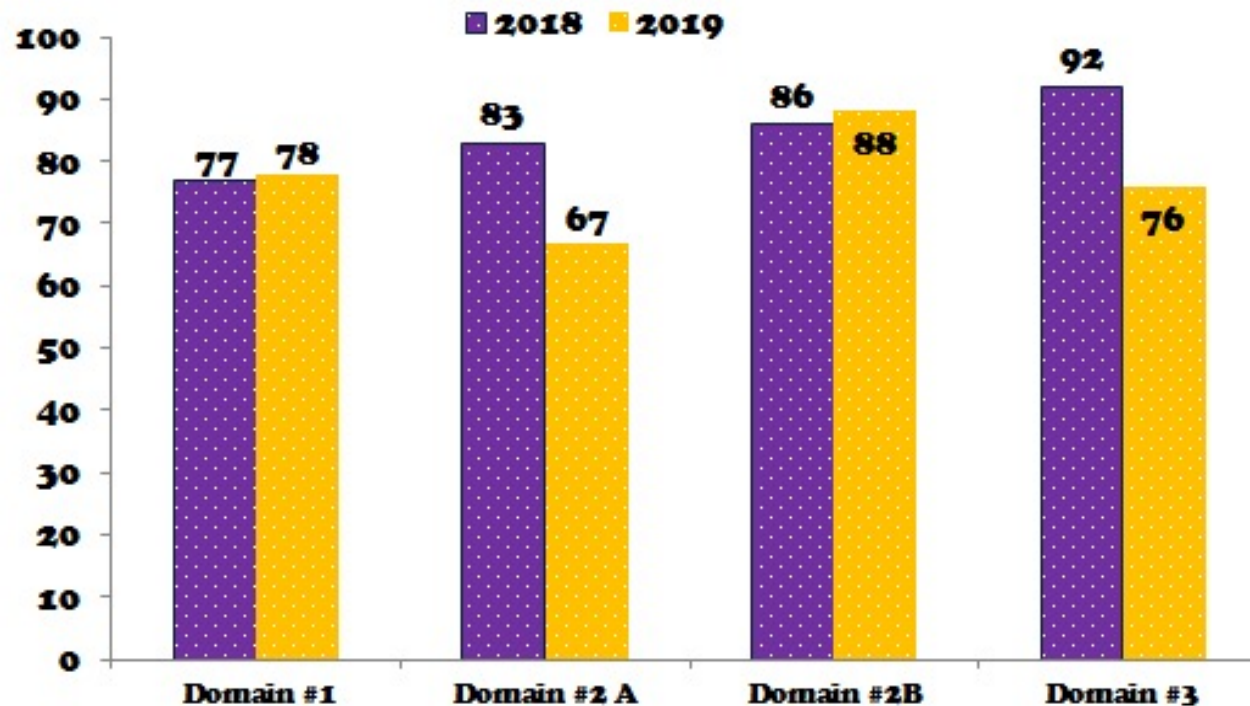
Longoria Elementary
STAAR Overall
Demographics
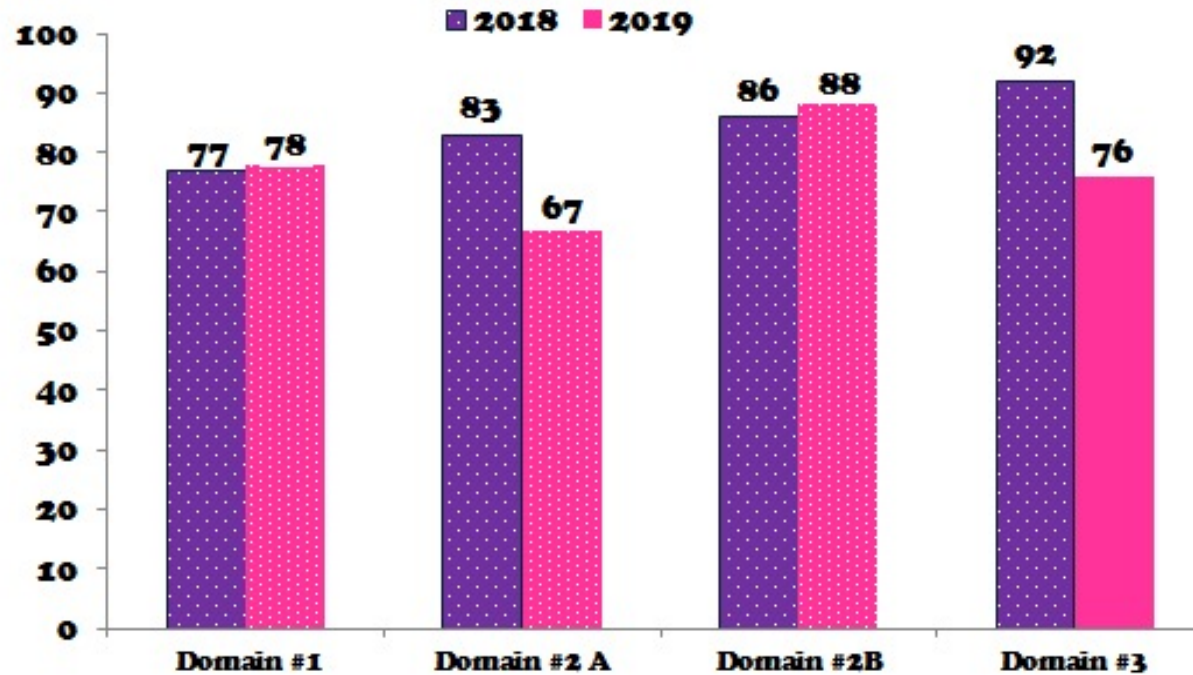
TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

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

Total Students: 76
Grade Span: PK - 0
School Type: Elementa

Student Information	Campus Count	Campus Percent	District	State
Total Students	764	100.0%	32,677	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	224	29.3%	11.8%	4.4%
Kindergarten	79	10.3%	6.1%	6.9%
Grade 1	81	10.6%	6.4%	7.1%
Grade 2	90	11.8%	6.6%	7.2%
Grade 3	93	12.2%	6.6%	7.3%
Grade 4	113	14.8%	6.9%	7.6%
Grade 5	84	11.0%	7.0%	7.7%
Grade 6	0	0.0%	6.7%	7.7%
Grade 7	0	0.0%	6.8%	7.5%
Grade 8	0	0.0%	6.6%	7.5%
Grade 9	0	0.0%	6.9%	8.1%
Grade 10	0	0.0%	7.3%	7.4%
Grade 11	0	0.0%	7.1%	6.9%
Grade 12	0	0.0%	7.0%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	754	98.7%	99.0%	52.6%
White	10	1.3%	0.7%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.1%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	729	95.4%	91.9%	60.6%
Non-Educationally Disadvantaged	35	4.6%	8.1%	39.4%
Section 504 Students	20	2.6%	4.2%	6.5%
English Learners (EL)	379	49.6%	41.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	0.8%	1.4%
Students w/ Dyslexia	3	0.4%	0.7%	3.6%
At-Risk	692	90.6%	75.0%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	42			
By Type of Primary Disability				
Students with Intellectual Disabilities	10	23.8%	44.2%	42.4%
Students with Physical Disabilities	25	59.5%	22.3%	21.9%
Students with Autism	*	*	13.3%	13.7%
Students with Behavioral Disabilities	--	--	19.7%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.4%
Mobility (2017-18):				
Total Mobile Students	71	16.1%	28.3%	15.4%

TPRI / Tejas Lee Data Analysis

Demographics Summary:

All Students:

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

Needs:

As evidenced in the EOY 2020-2021 TPRI/Tejas Lee report, the results show the following needs:

- The TPRI percentage for the campus in 1st grade at the Approaches level is 9.5% which is lower than on Tejas Lee 21.4%
- The TPRI percentage for the campus in 2nd grade at the Approaches level is 0% which is lower than on Tejas Lee 16.7%
- The EOY TPRI/Tejas Lee report shows the % of 1st and 2nd grade students not performing at the Master's level is lower on Tejas Lee than TPRI.

Strengths:

As evidenced in the EOY 2020-2021 TPRI/Tejas Lee report, the results show the following strengths:

- The TPRI percentage for the campus in 1st grade at the Masters level is 45.2% (19 students) which is higher than the Tejas Lee Masters 46.4%
- (13 students).
- The TPRI percentage for the campus in 2nd grade at the Masters level is 46.7% (14 students) which is higher than the Tejas Lee's Masters 26.7%
- (8 students).
- The 2020-2021 EOY TPRI/Tejas Lee report shows the % of 1st and 2nd grade students performing at the Masters level is higher in TPRI than in Tejas Lee.

2020-2021 Raul Longoria Elementary

TPRI Campus Tier and Group Banding Report — G01 TPRI EOY 2020-2021

Campus: **RAUL LONGORIA EL**

District: **PHARR-SAN JUAN-ALAMO ISD**
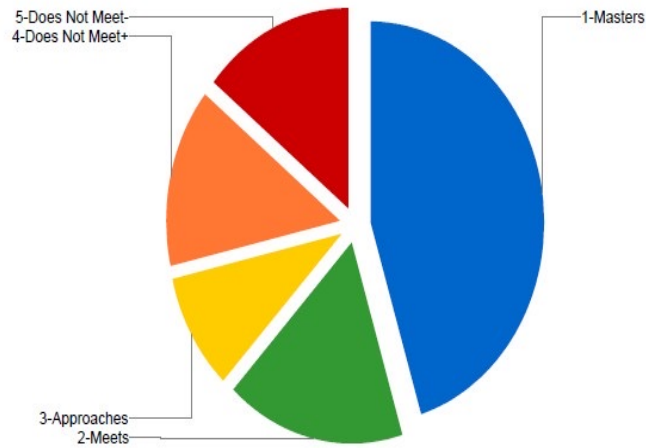
Total	42	
1- Masters 0 ~ 130	19	45.2%
2- Meets 131 ~ 261	7	16.7%
3- Approaches 262 ~ 391	4	9.5%
4- Does Not Meet+ 392 ~ 522	6	14.3%
5- Does Not Meet- 523 ~ 654	6	14.3%

Tejas LEE Campus Tier and Group Banding Report — G01 Tejas LEE EOY 2020-2021

Campus: **RAUL LONGORIA EL**

District: **PHARR-SAN JUAN-ALAMO ISD**
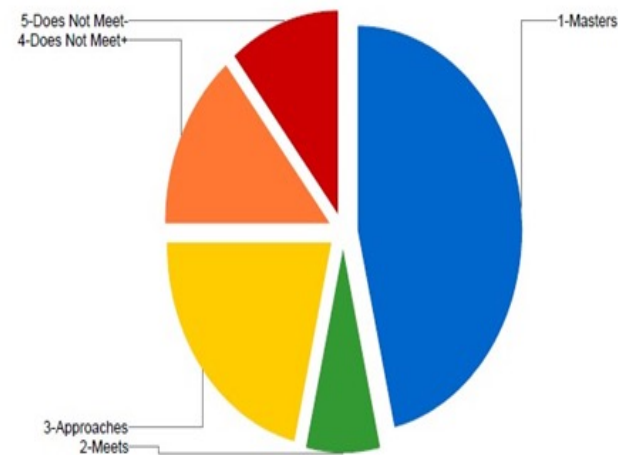
Total	28	
1- Masters 0 ~ 93	13	46.4%
2- Meets 94 ~ 187	2	7.1%
3- Approaches 188 ~ 281	6	21.4%
4- Does Not Meet+ 282 ~ 375	4	14.3%
5- Does Not Meet- 376 ~ 470	3	10.7%

2020-2021 Raul Longoria Elementary

TPRI Campus Tier and Group Banding Report

G02 TPRI EOY 2020-2021

Campus: **RAUL LONGORIA EL**

District: **PHARR-SAN JUAN-ALAMO ISD**
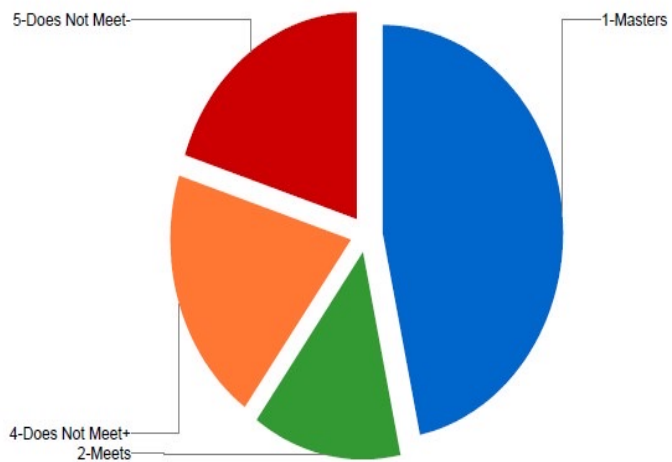
Total	30	
1- Masters 0 ~ 88	14	46.7%
2- Meets 89 ~ 177	4	13.3%
4- Does Not Meet+ 266 ~ 354	6	20.0%
5- Does Not Meet- 355 ~ 444	6	20.0%

Tejas LEE Campus Tier and Group Banding Report

G02 Tejas LEE EOY 2020-2021

Campus: **RAUL LONGORIA EL**

District: **PHARR-SAN JUAN-ALAMO ISD**
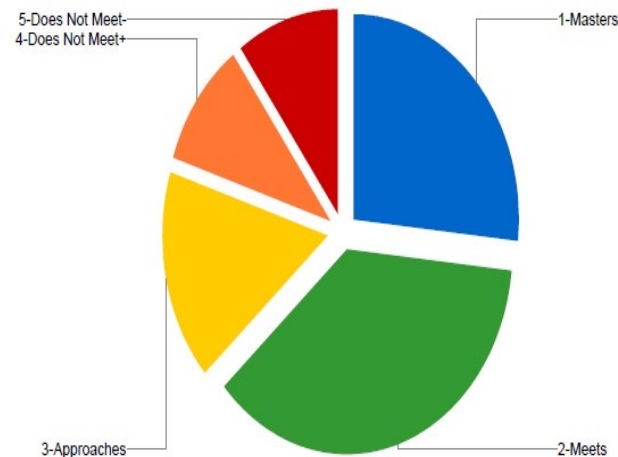
Total	30	
1- Masters 0 ~ 130	8	26.7%
2- Meets 131 ~ 261	11	36.7%
3- Approaches 262 ~ 392	5	16.7%
4- Does Not Meet+ 393 ~ 523	3	10.0%
5- Does Not Meet- 524 ~ 655	3	10.0%

8.50 x 11.00 in

Circle Data Analysis
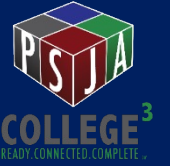
Demographics Summary:

All PK Students

The CIRCLE Progress Monitoring System:

•is on the 2019-2020 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 the CLI EOY Phonological Awareness data, 14% of EL students need support and 18% of EL students need to be monitored.

Based on the CLI EOY Phonological Awareness data, 11% of non EL students need support and 7% of non EL students need to be monitored.

Strengths: Based on the CLI EOY Phonological Awareness data, 68% of EL students were on track and 81% of non EL students were on track.

Community: PHARR-SAN JUAN-ALAMO ISD,
TSR-ARC
School: RAUL LONGORIA EL
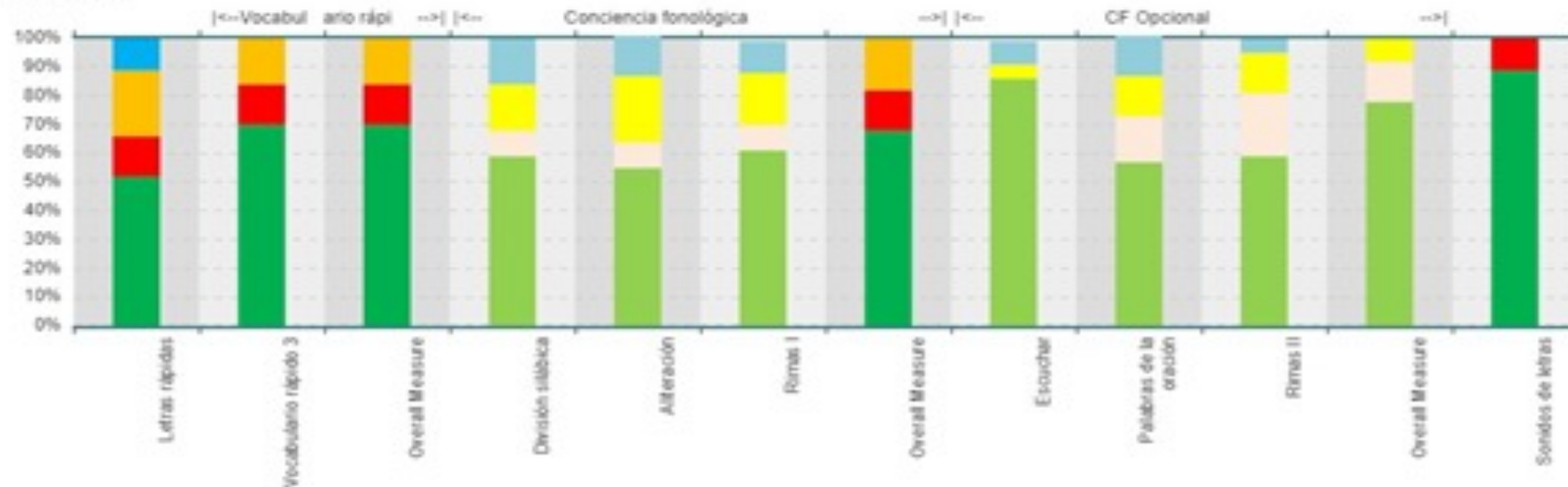School year: 2020-2021
Wave 3
Ethnicity: All
☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		45%	20%	24%	11%
Rapid Vocabulary	Rapid Vocabulary 3	38%	31%	31%	0%
	Overall Measure	38%	31%	31%	0%
Phonological Awareness	Syllabication	41%	17%	24%	19%
	Onset-Rime	56%	11%	20%	13%
	Alliteration	28%	24%	30%	19%
	Rhyming I	43%	20%	20%	17%
	Overall Measure	81%	11%	7%	0%
Optional PA	Listening	51%	31%	9%	9%
	Words in a Sentence	31%	43%	17%	9%
	Rhyming II	37%	43%	11%	9%
	Overall Measure	69%	26%	6%	0%
Letter-Sound Correspondence		51%	14%	0%	35%
* Measure has no benchmarks.					

TSR-ARC
School: RAUL LONGORIA EL
School year: 2020-2021
Wave 3
Ethnicity: All
☐ Special Ed ☐ Special Ed (Former) ☐ English Learner ☐ Econ Disadvantaged ☐ Dyslexia

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		52%	14%	23%	11%
Vocabulario rápido	Vocabulario rápido 3	70%	14%	16%	0%
	Overall Measure	70%	14%	16%	0%
Conciencia fonológica	División silábica	59%	9%	16%	16%
	Aliteración	55%	9%	23%	14%
	Rimas I	61%	9%	18%	11%
	Overall Measure	68%	14%	18%	0%
CF Opcional	Escuchar	86%	0%	5%	8%
	Palabras de la oración	57%	16%	14%	14%
	Rimas II	59%	22%	14%	5%
	Overall Measure	78%	14%	8%	0%
Sonidos de letras		89%	11%	0%	0%
* Measure has no benchmarks.					

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

Goal #1: Student Achievement

Goal Area: 1	Student Achievement
Annual Goal: 1	The percent of students who perform at meets grade level (45%) on the STAAR Reading will increase by 15% to reach the goal of 60% by June 2022
Objective: 1	The percent of students performing at meets (45%) in the indicators in the Academic Student Achievement component will increase by 15% or more by June 2022

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Use the data from formative assessment (every two weeks) to identify specific areas of needs	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local

Action Steps							
1. Closely monitor student progress using formative assessments, CBAs, Benchmark 1 & 2, ISTATION, TPRI / Tejas Lee, Progress Monitoring Forms							
2. Identify students' strengths / needs in an effort to plan for targetted interventions (fluency, comprehension, or vocabulary)							
3. Utilize research-based strategies and programs (Voyager, Passporte, DMR strategies, TPRI / Tejas Lee interventions) with fidelity							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Implement differentiated instruction and monitor growth	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps							
1). All teachers will implement genre studies, with an emphasis on expository texts features and question stems							
2). All teachers will conduct fluency checks (weekly) and measure for accuracy for students who are maybe in need of intervention							
3). Provide evidence that all teachers are engaging students in comprehension strategies routinely such as: D.O.K. questions, Open-ended question, STAAR Question Stems							

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1:	Student Achievement
Annual Goal 2:	The percent of students who perform at meets grade level (0%) on the STAAR Writing will increase by 20% by June 2022
Objective 2:	All student groups will be monitored weekly to ensure that at least 20% of the indicators in the Closing the Gaps domain are met by June 2022

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Closely monitor student progress using formative assessments, CBAs, Benchmark 1 & 2, Progress Monitoring Forms							
2. Identify students' strengths / needs in an effort to plan for targetted interventions							
3. Utilize data to plan appropriate differentiated instruction and reteach for mastery							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use pacing calendar and prioritize Ses based on area of need	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1). All teachers will use TEK focus and Spiralling of grammar skills previously taught.							
2). All teachers will use comulative weekly/biweekly assessment to monitor comprehension of grammar skills previously taught							
3). Teachers will do one to one conference with students to provide feedback							
4). Teachers will use pacing caledar to ensure mastery of all readiness standard and prioritize area of need based on mostly heavily weighed SEs							

Goal #2:
Closing the Gaps

Goal Area 2:	Closing the Gap
Annual Goal 1:	All identified student groups in the Closing the Gap domain will meet 80% of the indicators in the Academic Achievement component by June 2022
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 80% of the indicators in the Academic achievement component are met by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Analyze data and use the results to drive interventions	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -CBA's (6 weeks) -Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -CLCs Data Analysis -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Use ongoing campus-based and district built formative / summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)
2)Disaggregate data and use the results to create plans that will increase the students' growth at the meets level or above
3)Establish meeting times (2X a month) for all grade-levels to hold "data conversations" to share growth and "best practices" (e.g., TCLs, Admin led data-conversations)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Create focused interventions and progrss monitor all students weekly	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, and STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1. Use interventions during a "banked intervention time" into the day in each grade-level (e.g., "Prime-Time" intervention time, after school tutorials, enrichment classess, Satruday Academies, summer school)
2. Provide focused interventions based on data (e.g., TEKS focused tutorial, computer-based turorials based on need, mastery of readiness standards)
3. Closely monitor weekly progress and adjust instructional delivery and interventions

Goal Area 2:	Closing the Gaps
Annual Goal 2:	Special Population groups will increase by 20% in the Closing the Gaps domain by June 2022
Objective 2:	Special Population groups will be monitored weekly to ensure that the Closing the Gaps domain are met by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and analyze data by special populations to help drive instruction and interventions.	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, and STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
1)Use weekly ongoing formative assessments to monitor growth							
2)Analyze data and use results to create action plans that will help close the gap by 20% or more							
Analyze formative assessment data (DMAC, Progress Monitoring, BM, and Weekly Assessments)							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Use differeniated strategies based on needs	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	--DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
1)Determine the appropriate material for tutorial / accelerated instruction (after school tutoring, extanded school year, and accelerated enrichment camps)							
2)Implement action plans with fidelity and monitor progress towards goal (e.g., monitor tutorials / accelerated instruction)							

Goal #3: Improve Safety, Public Support, Culture, and Climate

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	The campus' positive culture and climate will increase by 10% by June 2022
Objective 1:	The student social and emotional learning knowledge and skills will increase by 10%

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Strenghten personal growth self esteem, responsibile behavior, youth develpment and citizenship	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Provide opportunities for professional growth ghrough conferences, trainings, and mentors							
2)Provide leadership opportunities through extracurriculum activities (ex. DI, UIL, Student Council, ENHS,)							
3)Staff and students will participate in SEL PDs and implement strategies to increase staff-student relationships							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Apply discipline protocols consistently throughout the district.	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Train staff on student referral protocols, de-escalation and retorative practices							
Train staff on a student sexual abuse and neglect, bullying and suicide							
Provide student counseling opportunities, cool down strategies and reflection time							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	Family involement and interaction with their child's school will increase by 10% by June 2022
Objective 2:	Student's attendance will increase from 97.6% to 98.6 % by the end of June 2022

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Monitor school attendance initiatives to ensure student academic success	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps	
1) Promote consistent admission/enrnollment procedures to ensure student engagement and quality data	
2)Dissemination of attendance/Non attendance guidlines and compliance	
3) Monitor students with potential attendance issues. Provide interventions for students in ARP	

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide consistent student support and guidance through school personnel to ensure student academic success.	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps	
1) Implement school attendance imporvement/truancy prevention	
2) Provide attendance incentives: Perfect attendance rewards every six weeks.	
3) post attendance weekly on campus attendance bulletin board and announce top class weekly	

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Goal #4:
Increase Staff Quality, Recruitment, & Retention

Goal Area 4:	Increase Staff Quality, Recruitment and Retentions
Annual Goal 2:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2022
Objective 2:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time as measured by walk-through data by June 2022

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Monitor classroom lessons to ensure that they are highly engaging	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-Classroom Observation Form -District Curriculum -McRel Teacher Evaluation Rubric	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Increase in student engagement -Increase in academic performance as evident in weekly assessments, CBAs, BM Data	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Conduct routine classroom observations throughout the day to ensure that lessons are highly engaging
2). Use classroom observation data to not only monitor, but support teacher effectiveness
3) Ensure that teachers are using research-based strategies in their daily lessons to increase student engagement and "bell to bell" instruction

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Engage staff with ongoing Professional Development	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-Classroom Observation Form -District Curriculum -McRel Teacher Evaluation Rubric	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-PD calendar -EROs -Sign-In Sheets -Walk-through feedback -Lesson Plans	-Increase in student engagement -Increase in academic performance as evident in weekly assessments, CBAs, BM Data	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Use classroom observation data to Identify PD opportunites (e.g.: use of effective questioning, engagement or CIF strategies, etc.)
2) Utilize CLC time to engage staff in ongoing PD based on identified needs
3) Implement a monthly pacing calendar that illustrates PD that reflects high quality results

Goal Area 4:	Increase Staff Quality, Recruitment and Retentions
Annual Goal 2:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2021.
Objective 2:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time as measured by walk-through data by June 2022

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Monitor classroom lessons to ensure that they are highly engaging	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-Classroom Observation Form -District Curriculum -McRel Teacher Evaluation Rubric	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2022 -March 2022 -April 2022 -June 2022	-Classroom Observation Feedback -Lesson Plans -McRel Evaluation	-Increase in student engagement -Increase in academic performance as evident in weekly assessments, CBAs, BM Data	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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Action Steps
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3) Implement a monthly pacing calendar that illustrates PD that reflects high quality results

Raul Longoria Elementary
2021-2022
SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

PSJA
COLLEGE³
READY.CONNECTED.COMPLETE.

October 23, 2021

By May 2021, Raul Longoria Elementary will have established procedures to continuously provide, promote, maintain, and up-grade personal, professional, technical, and managerial growth opportunities for all personnel.

- ## Call Meeting to order

- ## Review Campus Plan

- ## Make revisions

- ## Approve/Disapprove Campus Plan

- ## Initial by name

- ## Adjourn meeting by Administrator

SBDM Committee

School Administration
Rosalina Borrego, Principal ($\mathcal{RGB}$)
Elisa Aguilera, Asst. Principal (EA)
Elisabeth Brown, Counselor *(EB)*

Professionals
Karla Gutierrez- PK(KG)
Christal Dennett– Kinder (C.D.)
Alisa Garza 1st Grade *(AG)*
Gloria Tovar– 2nd Grade (GT)
Sylvia Garcia– 3rd Grade- (SG)
Jessica Castillo 4th Grade(JC)
Laura Ornelas– 5th Grade (LO)
Nora Martinez – CLL ($\mathcal{NM}$)

Resource
Jessica Tijerina **(J.T.)**

Parent
Maria Antonietta Vasquez

Para-Professional
Catalina Ceja

Support Staff
Martin Pena

Community Member
Cynthia Sandoval