



## 2024-2025







OPPORTUNITIES FOR **ALL**



# Raul Longoria Elementary Mission & Vision



## Vision

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

## Mission Statement

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

**Loyal Longoria Elementary staff will:**

*L*ead with passion

*I*nspire life-long learners

*O*pen opportunities for generational changes

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

*S*erve with purpose and humility



# RAUL LONGORIA ELEMENTARY



## School Based Decision-Making Committee: 2024-2025

### **School Administration**

Dr. Rosalina Garcia-Borrego, Principal

Elisa Aguilera, Asst. Principal

Melissa Casanova, Counselor

### **Para-Professional**

Martinez, Julie

### **Support Staff**

Medrano, Joey

### **Community Member**

Sandoval, Cynthia

### **Meeting Dates**

- 10/20/2024
- 11/17/2024
- 1/26/2025
- 3/08/2025

### **Professionals**

Gomez, Veronica – PK Kinder

Cortez, Martina- Kinder

Pena, Sara - 1<sup>st</sup> Grade

Martinez, Blanca– 2<sup>nd</sup> Grade

Villarreal, Jessica– 3<sup>rd</sup> Grade

Segura, Anabely-4<sup>th</sup> Grade

Ornelas, Laura– 5<sup>th</sup> Grade

Juanita Perez–Reading Coach

### **Resource**

Jessica Castillo – Special Education Teacher

### **Parent**

Vasquez, Antonia



# RAUL LONGORIA ELEMENTARY

done

## School Administration

Dr. Rosalina García-Borrego, Principal

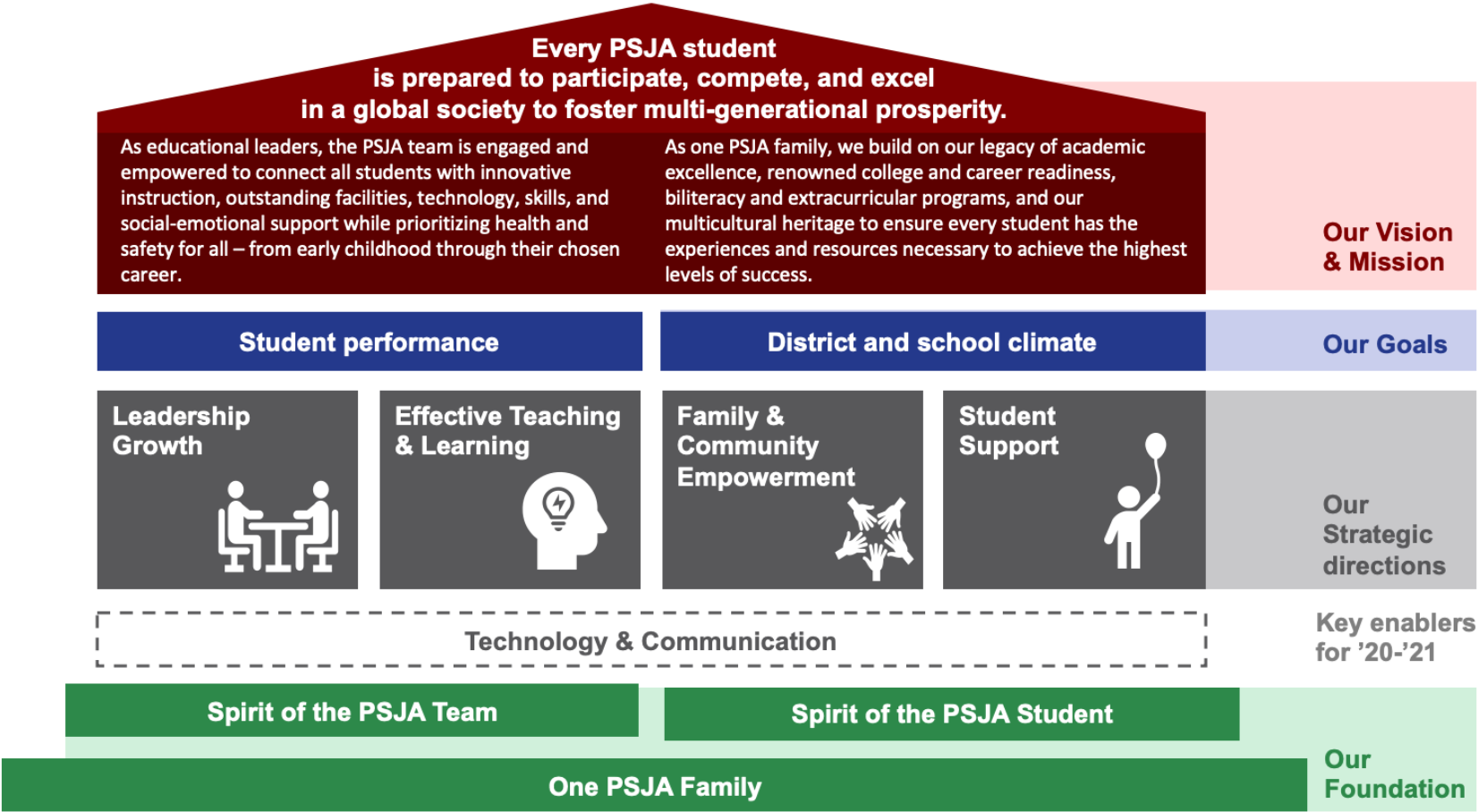
Elisa Aguilera, Asst. Principal

Dr. Susana Arredondo, Executive Officer

<u>HS</u> Dennett, Christal Galica, Maria Medina, Kristen Moreno, Maria  <u>Prek-4</u> Cano, Cynthia Gomez, Perez	<u>Kinder</u> Cortez, Martina Gutierrez, Karla Isaacs, Karin Ontiveros, Melissa	<u>1st Grade</u> Garza, Alisa Pena, Sara Rodriguez, Maria	<u>2<sup>nd</sup> Grade</u> Garcia, Susanna Garcia, Sylvia Martinez, Blanca Pena, Noemi	<u>3<sup>rd</sup> Grade</u> Franco, Stephanie Lopez, Yadira Tovar, Gloria Villarreal, Jessica
<u>4<sup>th</sup> Grade</u> Contreras, Nora Hernandez, Samantha Ramos, Cassandra Segura, Anabely	<u>5<sup>th</sup> Grade</u> Garcia, Martin Garza, Irma Guerra, Rachel	<u>Resource</u> Castillo, Jessica – Sp. Ed. Barcenas, Cynthia – Sp. Ed. Ornelas, Laura– Science Lab Compean, Roberto– P.E. Coach García, Ludivina- P.E. Coach. Leos, Enedelia– Music Lopez, Moises - Sp. Ed. Marin, Maribel- <u>Librarian</u> García, Paola- Nurse Perez, Juanita – Reading Coach Nancy Gomez, CLL	<u>Cafeteria</u> García, María –Manager Cabello, Juana Robles, Melina Ybarra, María	<u>Custodians</u> Maldonado, Joey– Head Espino, Maria Hernandez, Enrique
<u>Crossing Guard</u> Gutierrez, Maria Loera, Roberto	<u>Speech Therapist</u> Esquivel, Rosemary <u>Diagnostician</u> Guzman, Jeannette	<u>Office Staff</u> - Counselor Martinez, Julie- Computer Lab - Parent Educator Vela, Sara- Secretary Garza, Sara- Peims Clerk Vera, Dora– Office Clerk	<u>Life Coach</u> Gomez, Nancy	



# 2024-2025 Strategic Planning Framework





# Executive Summary



## Executive Summary **pending**

**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 21<sup>st</sup> century world ready.

**Demographics Summary :** The current enrollment for Raul Longoria Elementary that was captured during the Fall 2023-24 submission by ESC on January 20th, 2024 included a total of 581 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 94.1% with 1.8% migrant students and a 14.7% mobility rate. Approximately 10.3 % of our student population receive special education services, while 4% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 3.1% of our student population. The bilingual population is approximately 41.1%. The attendance rate for the campus has consistently maintained at approximately 91.8%. Longoria Elementary is a neighborhood school. Most of our students live in the Citrus Bay, Boulder Park area, and in the neighborhood across the school, which encircles our campus. We currently have 32 students who transferred into Raul Longoria Elementary from various zones and our attrition rate is currently stands at 14.5% in regard to mobility.

**Comprehensive Needs Assessment Summary:** Raul Longoria Elementary received an overall grade of 87 out of 100 based on performance in three different areas, or domains. Raul Longoria was rated a B campus overall. In Domain I Student Achievement, Raul Longoria earned a 60. Domain I shows how much students know and can do at the end of the school year. In Domain II, School Progress, Longoria earned an 92. Domain II shows how students perform over time and how that growth compares to similar schools. In Domain III, Closing the Gaps, Longoria scored a 74. Domain III shows how well different student groups within a school are performing.

**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 21<sup>st</sup> century ready. Recognizing the need to engage students in authentic reading and meaningful practice, our focus will be on classroom libraries to promote the love of reading, as well as provide materials and professional development to support reading fluency and comprehension. Handwriting will also be a focus of literacy instruction so that students will be able to write legibly and fluidly.

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

*Dr. Rosalina Borrego-García, Principal*



# 2024-2025 Goal Areas



## Goal Area— Student Achievement

- **Focus Area 1-** Student Achievement, CCMR, Graduation Rate
  - **Focus Area 2-** School Progress, Academic Growth, Relative Performance
  - **Focus Area 5-** Technology
  - **Focus Area 6-** Increase Learning Time
- Goal Area 1 : Student Achievement
- Reading, Language Arts and Literacy
  - Mathematics
  - Accountability standard or domain
  - College, Career and Military Readiness
  - Instructional Technology (see appendix)
  - Dropout Prevention /Graduation Rate Improvement (MS, HS)
  - Sixth Grade Transition
  - Ninth Grade Promotion (HS)
  - Advanced Course / Dual Credit Enrollment (HS)
  - AP Exams Participation and Performance (HS)
  - PSAT/SAT/ACT Participation and Scores (MS, HS)
  - College Readiness (ES, MS, HS)
  - Synchronous & Asynchronous (see appendix)
  - Technology Educator Training and Support (see appendix)

## Goal Area 2: Closing the Gaps

- Special Education Program
- Gifted & Talented Program
- Migrant
- Dyslexia
- English Learners
- STAAR/EOC Performance/Participation
- TELPAS-Listening, Speaking, Reading and Writing and Composite Scores
- Special Education Placement in Instructional Setting 40/41
- Student Groups
- All Students
- African American
- Hispanic
- White
- Asian
- Special Education (Current)
- Economically Disadvantaged
- English Learner (Current & M4)
- Continuously Enrolled
- Non continuously Enrolled

## Goal Area 3: Improve Culture and Climate

- Attendance
- Bullying Prevention
- Child Abuse & Sexual Abuse Prevention
- Dating Violence Awareness
- Drug, Tobacco, Alcohol Prevention
- Suicide Prevention
- Discipline Management –Safe Environments
- DAEP Referrals
- Special Education In-school Suspension
- Special Education Out-of-School Suspension
- Parent and Community Involvement
- Social Emotional Learning (SEL)/ Mental Health

## Goal Area 4 – Increase Staff Quality, Recruitment and Retention

- **Focus Area 6-** Increase Learning Time
- **Focus Area 8-** Staff Quality, Recruitment and Retention
- Professional Development Trainings
- Number of Hours of Instructional Coaching and Support
- Teacher Mentors
- Number of Teachers: Developing, Proficient, Accomplished, Distinguished
- Process for Effective Staff Interviews
- Screening of Staff
- Teacher Feedback & Coaching
- New Teacher Support
- Multiple site job postings
- Stipends for hard to staff positions



# Beliefs



## **Guiding Principles**

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

## **What We Want to Accomplish**

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



# Comprehensive Needs Assessment



## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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

### **GOAL AREAS:**

GOAL AREAL 1 – Student Achievement GOAL AREA

2- Closing the Gaps

GOAL AREA 3 – Improve Safety, Public Support, Culture and Climate

GOAL AREA 4 – Increase Staff Quality, Recruitment and Retention



# Comprehensive Needs Assessment



## Title I, Part A

### School wide Components:

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



# Comprehensive Needs Assessment



## Data Resources Reviewed

1. 2022- 2023 STAAR Campus Summary Report
2. TPRI, Tejas Lee, C-PALLS+
3. 2021-22 Attendance/Enrollment
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. TEEMS (T-TESS)
13. Panorama Surveys
14. Software Reports: Summit K-12, AR, Living with Science, Istation, Imagine Math, Footsteps to Brilliance



# Comprehensive Needs Assessment



## Domain #1: % in Masters Level

Subject	Longoria		Special Ed		Continuously Enrolled		Non-Continuously Enrolled		Economically Disadvantaged		EB	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Reading		21%	3%	12%	20%		21%		13%	38%	7%	30%
Math	24%	38%	0%	0%	10%		12%		17%	6%	9%	4%
Science	14%	13%	0%	0%	12%		27%		13%	8%	4%	10%



# Comprehensive Needs Assessment



## Domain #1: % in Meets Level

Subject	Longoria		Special Ed		Continuously Enrolled			Non-Continuously Enrolled		Economically Disadvantaged		EB	
	2023	2024	2023	2024	2023	2024		2023	2024	2023	2024	2023	2024
Reading	38%	53%	7%	7%	31%			41%		31%	41%	18%	31%
Math	31%	46%	16%	6%	37%			38%		32%	25%	47%	17%
Science	40%	26%	9%	13%	40%			36%		38%	22%	29%	17%



# Comprehensive Needs Assessment



## Domain #1: % in Approaches Level

Subject	Longoria		Special Ed		Continuously Enrolled		Non-Continuously Enrolled		Economically Disadvantaged		EB	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Reading	60%	70%	14%	35%	60%		61%		59%	70%	47%	58%
Math	66%	61%	30%	31%	66%		64%		65%	61%	60%	50%
Science	65%	68%	18%	50%	65%		64%		64%	65%	50%	55%



# Comprehensive Needs Assessment



## Domain #1: % in Meets Level Difference

Subject	District		Longoria		Special Ed		Economically Disadvantaged		EB	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Reading	48%	49%	33%	42%	7%	7%	31%	41%	18%	31%
Math	48%	63%	31%	46%	13%	6%	34%	25%	25%	17%
Science	36%	27%	40%	26%	9%	13%	38%	22%	29%	17%
All										



# Domain #1: Comprehensive Needs Assessment



## Domain 1: 2024 STAAR Performance

STAAR Performance	Reading	Mathematics	Science	Totals	Percentages
Total Tests	<b>213</b>	<b>213</b>	<b>72*</b>		<b>72*</b>
Approaches GL or above	148-70%	131-61%	<b>49</b>		68%
Meets GL or above	91-42%	97-63%	<b>19</b>		26%
Masters GL	45-21%	80-38%	<b>9</b>		13%
Total Percentage Points					
Component Score					



## Domain #1

### Demographics Summary

#### Special Education, ECO & Emergent Bilinguals

The following sources from across the campus were used to review the Special Education, ECO & Emergent Bilinguals 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 **2022 STAAR** assessments, the results show an achievement gap as follows:

- In Reading, the achievement
  - gap between Sp. Ed. and All students is ...%.
  - gap between ECOD. and All students is ..%.
- In Mathematics, the achievement
  - gap between Sp. Ed. and All students is ...%.
  - gap between ECOD. and All students is ...%.
  - gap between Emergent Bilingual and All students is ..%.
- In Science, the achievement
  - gap between Sp. Ed. and All students is ..%
  - gap between Emergent Bilingual and All students 2021-2022 is ...%.

#### Strengths:

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

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



## September Enrollment

pending



## May Enrollment

pending



# Comprehensive Needs Assessment



## TPRI and Tejas Lee: 1st Grade EOY

	TPRI Masters	TPRI Meets	TPRI Approaches	TPRI DNM +	TPRI DNM
2022	67.5%	12.5%	10.0%	7.5%	2.5%
2023	70.2%	8.5%	10/6%	2.1%	8.5%
2024	79.5%	15.4%	2.6%	2.6%	
	Tejas Lee Masters	Tejas Lee Meets	Tejas Lee Approaches	Tejas Lee DNM+	Tejas Lee DNM
2022	51.1%	8.5%	12.8%	6.4%	21.3%
2023	57.1%		9.5%	14.3%	19.0%
2024	61.9%	9.5%	14.3%	14.3%	



# Comprehensive Needs Assessment



## TPRI and Tejas Lee: 2nd Grade EOY

	TPRI Masters	TPRI Meets	TPRI Approaches	TPRI DNM +	TPRI DNM
2022	43.2%	13.5%	5.4%	16.2%	21.6%
2023	76.2%	4.8%	7.1%	4.8%	7.1%
2024	68.4%	12.3%	5.3%	5.3%	8.8%
	Tejas Lee Masters	Tejas Lee Meets	Tejas Lee Approaches	Tejas Lee DNM+	Tejas Lee DNM
2022	12.0%	52.0%	8.0%	8.0%	20.0%
2023	30.2%	34.9%	11.6%	2.3%	20.9%
2024	56.5%	21.7%	4.3%	4.3%	13.0%



# CINA: Summary of Findings



pending



# CINA: Summary of Findings



pending



# Campus Demographics



pending

Sept. 2024	ALL	Female	SPED	LEP	MI	M2	SPED/ LEP	Migrant	ECD	GT	CTE
Number											
Percent											

Oct 20244	ALL	Female	SPED	LEP	MI	M2	SPED/ LEP	Migrant	ECD	GT	CTE
Number											
Percent											



# Student Achievement Summary 2024



pending

	State	Region 1	PSJA ISD	Longoria	Goals 2024
<b>Domain 1</b> Student Achievement				Raw Score: Scale Score:	
<b>Domain 2</b> Growth: Relative Performance				Raw Score: Scale Score:	
<b>Domain 3</b> Closing the Gap				Raw Score: Scale Score:	



# 2024-2025 Campus Goals



- The following Charts reflect the State Accountability results in 2023-2024 (STAAR), include the mathematics 3-5, and all populations.
- This will allow us to analyze our needs and set attainable goals for the 2024-2025 school year.



# Student Achievement Summary 2024



pending

	TPRI Masters	TPRI Meets	TPRI Approaches	TPRI DNM +	TPRI DNM
Domain 1 Student Achievement					
2023					
2024					
	Tejas Lee Masters	Tejas Lee Meets	Tejas Lee Approaches	Tejas Lee DNM+	Tejas Lee DNM
2022					
2023					
2024					



# Student Achievement Summary 2024



pending

	TPRI Masters	TPRI Meets	TPRI Approaches	TPRI DNM +	TPRI DNM
Domain 1 Student Achievment					
2023					
2024					
	Tejas Lee Masters	Tejas Lee Meets	Tejas Lee Approaches	Tejas Lee DNM+	Tejas Lee DNM
2022					
2023					
2024					



GOAL	Area Reviewed	Summary of Strengths STAAR	Summary of Needs STAAR	Priorities
1	<p><b>Goal 1</b> <b>STAAR</b></p> <p>Student Achievement <b>Domain I:</b> Student Achievement Target Score: 60 Longoria El. Score: 62 Scaled Score <b>Not Rated: Senate Bill 1365</b></p> <p><b>Domain 2:</b> School Progress Part A: Academic Growth Longoria El. Part A: 92 Scaled Score <b>92 = A</b></p> <p>Part B: Relative Performance Target Score: 54 Longoria El. Part B: Score:69 Scale Score <b>Not Rated: Senate Bill 1365</b></p>	<p>*The <b>Math</b> level in the <b>All Grades</b> at <b>Meets</b> increased by 22% in 2022 (35%) as compared to 2021 (13%).</p> <p>*The <b>Reading</b> level in the <b>All Grades</b> at <b>Meets</b> increased by 21% in 2022 (40%) as compared to 2021 (19%).</p> <p>*The 5th Grade <b>Meets</b> level in <b>Science</b> increased by 29% in 2022 (36%) as compared to 2021 (7%).</p> <p>*The campus overall <b>Approaches</b> level increased by 25% (59%) in 2022 as compared to 2021 (34%).</p> <p>*The campus overall <b>Meets</b> level increased by 16% (35%) in 2022 as compared to 2021 (13%).</p> <p>*The campus overall <b>Masters</b> level increased by 8% (15%) in 2022 as compared to 2021 (7%).</p>	<p>*The <b>Mathematics</b>, group passing rate in the <b>All Grades</b> area at <b>Approaches</b> was 55%, falling 35% from the (90/60/30 threshold) for the 2021-22 school year.</p> <p>*The <b>Mathematics</b> group passing rate in the <b>All Grades</b> areas at <b>Meets</b> was at 29%, falling 31% from the (90/60/30 threshold) for the 2021-22 school year.</p> <p>*The <b>Mathematics</b> group passing rate in the <b>All Grades</b> areas at <b>Masters</b> was at 12%, falling 18% from the (90/60/30 threshold) for the 2021-22 school year.</p> <p>*The <b>Reading</b>, group passing rate in the <b>All Grades</b> area at <b>Approaches</b> was 62%, decrease 28% from the (90/60/30 threshold) for the 2021-22 school year.</p> <p>*The <b>Reading</b> group passing rate in the <b>All Grades</b> areas at <b>Meets</b> was at 40%, falling 20% from the (90/60/30 threshold) for the 2021-22 school year.</p> <p>*The <b>Reading</b> group passing rate in the <b>All Grades</b> areas at <b>Masters</b> was at 19%, falling 11% from the (90/60/30 threshold) for the 2021-22 school year.</p> <p>*The 5th Grade <b>Science</b> passing rate at <b>Approaches</b> was at 60%, falling 30% from the (90/60/30 threshold) for the 2021-22 school year.</p> <p>*The 5th Grade <b>Science</b> passing rate at <b>Meets</b> was at 36%, falling 24% from the (90/60/30 threshold) for the 2021-22 school year.</p> <p>*The 5th Grade <b>Science</b> passing rate at <b>Masters</b> was at 10%, falling 20% from the (90/60/30 threshold) for the 2021-22 school year.</p>	<p>Improve student learning @ the Meets Standards in :</p> <p><b>Math</b> <b>Reading</b> <b>Goal: 20% growth or Higher</b></p> <p>Increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target goal.</p>



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs STAAR	Priorities
2	<p><b>Goal 2:</b></p> <p><b>STAAR</b></p> <p><b>Domain 3: Closing the Gaps</b></p> <p>Target Score: 100</p> <p>Longoria El. Score:</p> <p>68 Scaled Score</p> <p><b>75 = C</b></p>	<p><b>STAAR</b></p> <p>*The campus met the <b>Academic Achievement Status</b> for State Targets in <b>Math</b> for the following populations: All Group, Hispanic, Economically Disadvantaged, ELL Current &amp; Monitored, Continuously Enrolled &amp; Non-Continuously Enrolled.</p> <p>*The campus met the <b>Growth Status</b> for the State Targets in <b>Math</b> for the following populations: All Group, Hispanic, Economically Disadvantaged, ELL Current &amp; Monitored, Continuously Enrolled &amp; Non-Continuously Enrolled.</p> <p>*The campus met the <b>English Language Proficiency Status (%)</b> for the State Targets (%).</p>	<p><b>STAAR</b></p> <p>*The campus received a C Rating in the overall status for Domain 3 (75%) in 2022.</p> <p>*The campus Did Not Meet the <b>Closing the Gaps in the STAAR</b> for the State Target for the following populations: All Group, Hispanic, Special Education, Economically Disadvantaged, ELL, Current &amp; Monitored, Continuously Enrolled &amp; Non-Continuously Enrolled.</p> <p>*The campus did meet the State Target for <b>Math</b> score (55%).</p> <p>*The campus did meet the State Target for <b>Reading</b> score (62%).</p> <p>*The campus did meet the State Target for <b>Science</b> score (60%).</p>	<p>Special population groups (Special Education, RTI, &amp; 504 students) will receive additional support and intensive interventions in reading, writing, and math.</p> <p>Summer School will also be provided for these populations.</p> <p>Improve the Academic Growth measure in Domain 2A by:</p> <p><b>20%</b></p> <p>Improve the Academic Growth measure in Domain 2B by:</p> <p><b>3%</b></p>



## Summary of Findings Continued

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Goal 3:	Improve Safety, Public Support, Culture and Climate	<ul style="list-style-type: none"> <li>• Communication in both English and Spanish</li> <li>• PK-K Grade parent involvement is high</li> <li>• Parent Educator at campus</li> <li>• Monthly events and meetings with parents</li> <li>• Yearly Award Ceremonies</li> <li>• Bimonthly school assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PK3-5<sup>th</sup> Grade Parent involvement</b></li> <li>• <b>Curriculum Nights for all grade levels.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to be involved in students' education</li> <li>• Initiate parent academic conferences at all levels</li> </ul>
4	Increase Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• TTESS Evaluation Tool</li> <li>• Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Student Attendance to 98%</li> <li>• Business Community Involvement</li> <li>• Training on SLO and TTESS Evaluation tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Improve teacher retention</li> <li>• Improve teacher ratings in TTESS Evaluation Tools.</li> <li>• New Teachers assigned a mentor</li> </ul>



# 2024-2025 Raul Longoria Elementary Goals



## 3<sup>rd</sup> Grade Mathematics

% of items Needed to Meet School Goal		% of <b>Students</b> Passing State Assessment: <b>Target: 60%</b>		School Goal: <b>Target: 60%</b>
		STAAR 2022	STAAR 2023	STAAR 2024
Approaches	28%	<b>56%</b>	<b>62%</b>	<b>90%</b>
Meets	31%	<b>32%</b>	<b>29%</b>	<b>60%</b>
Masters	28%	<b>14%</b>	<b>2%</b>	<b>30%</b>
Domain 1	53%			<b>60%</b>

## 4<sup>th</sup> Grade Mathematics

% Needed to Meet School Goal		% of <b>Students</b> Passing State Assessment		School Goal <b>Target: 60%</b>
		STAAR 2022	STAAR 2023	STAAR 2024
Approaches	18%	<b>57%</b>	<b>72%</b>	<b>90%</b>
Meets	11%	<b>31%</b>	<b>49%</b>	<b>60%</b>
Masters	12%	<b>17%</b>	<b>18%</b>	<b>30%</b>
Domain 1	55%			<b>60%</b>

## 5<sup>th</sup> Grade Mathematics

% Needed to Meet School Goal		% of <b>Students</b> Passing State Assessment	% of <b>Students</b> Passing State Assessment	School Goal
		STAAR 2022	STAAR 2023	STAAR 2024
Approaches	27%	<b>52%</b>	<b>63%</b>	<b>90%</b>
Meets	28%	<b>25%</b>	<b>32%</b>	<b>60%</b>
Masters	19%	<b>6%</b>	<b>11%</b>	<b>30%</b>
Domain 1	29%			<b>60%</b>



# 2024-2025 Raul Longoria Elementary Goals



## 3<sup>rd</sup> Grade Reading

% of items Needed to Meet School Goal		% of <b>Students</b> Passing State Assessment: <b>Target: 60%</b>		School Goal: <b>Target: 60%</b>
		STAAR 2022	STAAR 2023	STAAR 2024
Approaches	44%	<b>58%</b>	<b>46%</b>	<b>90%</b>
Meets	38%	<b>44%</b>	<b>22%</b>	<b>60%</b>
Masters	25%	<b>19%</b>	<b>5%</b>	<b>30%</b>
Domain 1	41%			<b>60%</b>

## 4<sup>th</sup> Grade Reading

% Needed to Meet School Goal		% of <b>Students</b> Passing State Assessment		School Goal <b>Target: 60%</b>
		STAAR 2022	STAAR 2023	STAAR 2024
Approaches	18%	<b>63%</b>	<b>72%</b>	<b>90%</b>
Meets	21%	<b>34%</b>	<b>39%</b>	<b>60%</b>
Masters	12%	<b>19%</b>	<b>18%</b>	<b>30%</b>
Domain 1	33%			<b>60%</b>

## 5<sup>th</sup> Grade Reading

% Needed to Meet School Goal		% of <b>Students</b> Passing State Assessment	% of <b>Students</b> Passing State Assessment	School Goal
		STAAR 2022	STAAR 2023	STAAR 2024
Approaches	27%	<b>65%</b>	<b>63%</b>	<b>90%</b>
Meets	22%	<b>42%</b>	<b>38%</b>	<b>60%</b>
Masters	6%	<b>19%</b>	<b>24%</b>	<b>30%</b>
Domain 1	53%			<b>60%</b>



# 2024-2025 Raul Longoria Elementary Goals



5 <sup>th</sup> Grade Science				
% Needed to Meet School Goal		% of Students Passing State Assessment	% of Students Passing State Assessment	School Goal
		STAAR 2022	STAAR 2023	STAAR 2024
Approaches	25%	60%	65%	90%
Meets	20%	36%	40%	60%
Masters	16%	10%	14%	30%
Domain 1	68%			%



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



# **Goal #1: Student Achievement**



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Use the data from formative assessment (every two weeks) to identify specific areas of needs	Principals/Assistant Principal Teachers Intervention Stratagist CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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 Services,
Action Steps							

1. Closely monitor student progress using formative assessments, CBAs, Benchmark 1 & 2, IStation, TPRI / Tejas Lee, Progress Monitoring Forms

2. Identify students' strengths / needs in an effort to plan for targetted interventions (fluency, comprehension, or vocabulary)

3. Utilize research-based strategies and programs (Voyager, Passporte, DMR strategies, TPRI / Tejas Lee interventions) with fidelity

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Implement differentiated instruction and monitor growth	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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 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 2025						
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 2025						
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 Strategist CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ ThinkUp -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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 -TLPAS	-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 Strategist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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 -TLPAS	-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



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



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 2025						
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 2025						
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 Strategist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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 prograss monitor all students weekly	Principals/Assistant Principal Teachers Intervention Strategist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 204 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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, Saturday Academies, summer school)							
2. Provide focused interventions based on data (e.g., TEKS focused tutorial, computer-based tutorials based on need, mastery of readiness standards)							
3. Closely monitor weekly progress and adjust instructional delivery and interventions							



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 2:	Closing the Gaps						
Annual Goal 2:	Special Population groups will increase by 20% in the Closing the Gaps domain by June 2025						
Objective 2:	Special Population groups will be monitored weekly to ensure that the Closing the Gaps domain are met by June 2025						
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 Strategist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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 differentiated strategies based on needs	Principals/Assistant Principal Teachers Intervention Strategist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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, extended 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



- 1)Provide opportunities for professional growth ghrough conferences, trainings, and mentors
- 2)Provide leadership opportunities through extracurriculum activities (ex. DI, UIL, Student Council, ENHS,)
- 3)Staff and students will participate in SEL PDs and implement strategies to increase staff-student relationships

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Apply discipline protocols consistently throughout the district.	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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




# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Monitor school attendance initiatives to ensure student academic success	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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/enrollment procedures to ensure student engagement and quality data

2)Dissemination of attendance/Non attendance guidelines and compliance

3) Monitor students with potential attendance issues. Provide interventions for students in ARP

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide consistent student support and guidance through school personnel to ensure student academic success.	Principals/Assistant Principal Teachers Intervention Stratagist Teachers CLL	-District Curriculum -Istation Reading -Imagine Math Cambium -DMAC Summit K12 Fordie Ferrier/ Think Up -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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 improvement/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




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



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 4:	Increase Staff Quality, Recruitment, and Retention						
Annual Goal 1:	Use evaluation system to increase staff quality, recruitment, and retention by June 2025						
Objective 1:	The evaluation system will be used to support the professional growth of campus leaders by monitoring, evaluating and providing feedback by June 2025						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Use informal and formal classroom observations to develop and support teacher growth opportunities	Principals/Assistant Principal Teachers Intervention Strategist Teachers CLL	-Classroom Observation Form -District Curriculum McRel Teacher Evaluation Rubric	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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 calibration sessions to align expectations and protocols which will include the principal, assistant principal, and CLL							
2. Gather and collect classroom observation data using a research-based protocol to identify areas of teacher growth (e.g. Santoy: Observation Tracker)							
3)Use classroom observation data to engage teachers in growth opportunities (Mentoring & coaching opportunities, Classroom shadowing opportunities, Hoonuit PD, Region One PD)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Engage teachers in ongoing feedback that will develop staff teaching quality	Principals/Assistant Principal Teachers Intervention Strategist Teachers CLL	Classroom Observation Form -District Curriculum McRel Teacher Evaluation Rubric	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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). Provide timely 1-1 feedback that includes high impact growth opportunities							
2) Identify highly effective teacher and engage teachers in Learning Walks that will provide modeling of "best practices"							
3) Use research-based protocols to engage teachers in meaningful dialogue based on feedback (e.g. Holdsworth protocol, "Leveraging Leadership" Santoy protocol: Observation & Feedback & See It, Name It, Do It)							



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



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 2025						
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 2025						
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 Strategist Teachers CLL	-Classroom Observation Form -District Curriculum McRel Teacher Evaluation Rubric	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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
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 Strategist Teachers CLL	-Classroom Observation Form -District Curriculum McRel Teacher Evaluation Rubric	-Aug. 2024 -Oct. 2025 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025	-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 opportunities (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							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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