

# Raul Longoria Elementary



## Campus Improvement Plan 2025-2026

Submitted for Board Approval on \_\_\_\_\_ 2025

Board Approved Date: \_\_\_\_\_ 2025

## Vision

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

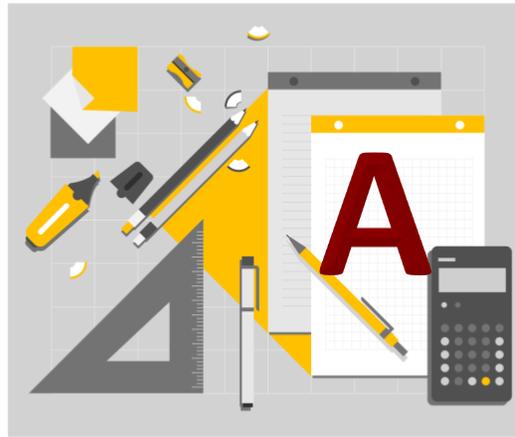
## Mission

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.

*Adopted June 22, 2020, by the PSJA School Board of Trustees*

## Texas Accountability System



**2024-2025 STAAR/STAAR ALT  
OVERALL RATING  
ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)**

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
Longoria Elementary	75	90	84	90	90	63	92	27.6	91	A

**Preliminary Data**

**The issuance of 2024 A-F ratings remains pending and subject to change based on judicial rulings.**

Retrieve on Nov. 11, 2024 from: [Texas School Report Cards | Berta S Palacios Elem | Accountability Overview](#)

## Strategic Direction



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Dr. Iris Guajardo, Executive Officer for Secondary Schools  
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools  
Dr. Linda Uribe, Executive Officer for College Readiness

## Campus Executive Summary

### Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come from similar backgrounds and way of life.

The student body at PSJA ISD is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	LEP	Mig.	ECS	GT	At Risk
Count	15,377	14,560	3,514	13,640	493	28,492	2016	23,032
Percent	51%	49%	11.7%	45.6%	1.6%	95.3%	6.7%	77%

The student body at Raul Longoria Elementary is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	EB	Mig	ECD	GT	At Risk
Count	298	265	71	178	6	529	40	414
Percent	52.9%	47.1%	14.3%	34.6%	0.7%	94.5%	3.3%	82%

With the district’s proximity to Mexico, 59.70% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

### Student Performance:

Using preliminary student performance data, **Raul Longoria Elementary** has been rated an "A" Campus on the 2025 Accountability. In Domain I, Student Achievement component score of 47 (75), STAAR School Progress Domain 2A was at a component score of a 79 (89), Domain 2B Relative Performance component score (84), and Domain III component score 78 (92). **Raul Longoria earned a grade of 90.**

## Executive Summary Continued

### Student Performance:

For the 2025-2026 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics, and Science will increase from 48% in May 2025 to 55% by June 2026.
- The percentage of students who perform at MEETS grade level or above on 3<sup>rd</sup> grade STAAR Reading will increase by seven percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 3<sup>rd</sup> grade STAAR Mathematics will increase by eight percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 4<sup>th</sup> grade STAAR Math will increase by five percentage points by June 2025.
- The percentage of students who perform at MEETS grade level or above on 4<sup>th</sup> grade STAAR Reading will increase by four percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 5<sup>th</sup> grade STAAR Reading will increase by eleven percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 5<sup>th</sup> grade STAAR Math will increase by ten percentage points by June 2026.
- The percentage of students in Domain 2B who perform at MEETS grade level or above on 5<sup>th</sup> grade STAAR Science will increase by ten percentage points by June 2026.

# Raul Longoria Elementary



## **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:**

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.

# Campus Leadership Committee



1. Elisa Aguilera, Principal
2. Lucia Hernandez, Assistant Principal
3. Melissa Casanova, Counselor
4. Nancy Gomez, CLL
5. Parent
6. Jessica Castillo, Special Education Teacher
7. Martina Cortez, Lead Teacher
8. Jessica Villarreal, Lead Teacher
9. Anabely Segura, Lead Teacher
10. Laura Ornelas, Lead Teacher
11. Reyna Gomez, Para-Professional
12. Joey Medrano, Head Custodian

## Site-Based Decision Making Committee



- **Operating Procedures:** The SBDM serves as the key committee in the Campus Intervention Team to assist the campus principal with the development, review, and revision of the CIP. All SBDM information must be included on the campus website. The organizational structure of the school's SBDM including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SBDM and subcommittees. The SBDM shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- A list of meeting dates, committee members, agendas and minutes for each meeting must be on the campus website. The campus website homepage must include the link to the SBDM page for easy access. Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.
- **Scheduled Meeting Dates: September 4, 2025, November 6, 2025, January 29, 2026, May 30, 2026**
- **Committee Roles and Responsibilities:**
  - **Chair** – prepares committee meeting agendas with the assistance of the principal, guide meetings and encourage input from all members
  - **Vice-Chair** – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee
  - **Scribe/Recorder** – prepare and maintain minutes of committee meetings, committee membership roster and bylaws
  - **Facilitator/Timekeeper** – monitors committees' energy and interaction, keeps committee on track and ensures activities are completed in a timely manner

## Site-Based Decision Making Committee



**SBDM will address the following areas:**

- **Planning**
- **Budgeting**
- **Curriculum**
- **Staffing Patterns**
- **Staff Development**
- **School Organization**

# 2024-2025 STAAR (PRELIMINARY) OVERALL RATING

## ELEMENTARY SCHOOLS

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
<b>PSJA ISD</b>	75	82	85	85	85	59.5	90	27	87	B
Anaya Elementary	77	88	86	88	88	61.6	92	27.6	89	B
Arnold Elementary	80	92	88	92	92	64.4	92	27.6	92	A
Cantu Elementary	72	76	81	81	81	56.7	81	24.3	81	B
Carman Elementary	77	87	86	87	87	60.9	91	27.3	88	B
Chavez Elementary	86	93	91	93	93	65.1	92	27.6	93	A
Clover Elementary	74	90	82	90	90	63	85	25.5	89	B
Doedyns Elementary	11741	73	78	78	11741	8219	77	23.1	8242	A
Dr Long Elementary	74	81	82	82	82	57.4	77	23.1	81	B
Escobar Elementary	88	82	91	91	91	63.7	92	27.6	91	A
Farias Elementary	67	71	75	75	75	52.5	73	21.9	74	C
Ford Elementary	71	75	80	80	80	56	74	22.2	78	C
Garcia Elementary	82	90	90	90	90	63	92	27.6	91	A

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Garza Elementary	76	91	85	91	91	63.7	91	27.3	91	A
Garza-Pena Elementary	76	80	85	85	85	59.5	88	26.4	86	B
Guerra Elementary	78	85	88	88	88	61.6	92	27.6	89	B
Kelly-Pharr Elementary	69	63	75	75	75	52.5	74	22.2	75	C
Livas Elementary	73	73	82	82	82	57.4	83	24.9	82	B
★ Longoria Elementary	75	89	84	89	89	62.3	91	27.3	90	A
McKeever Elementary	74	78	82	82	82	57.4	90	27	84	B
Palacios Elementary	86	89	91	91	91	63.7	92	27.6	91	A
Palmer Elementary	77	85	86	86	86	60.2	84	25.2	85	B
Ramirez Elementary	65	75	73	75	75	52.5	72	21.6	74	C
Reed-Mock Elementary	76	79	86	86	86	60.2	91	27.3	88	B
Sorensen Elementary	80	83	88	88	88	61.6	92	27.6	89	B
Trevino Elementary	62	62	70	70	70	49	64	19.2	68	D

# 2024-2025 STAAR (PRELIMINARY) SCHOOL PROGRESS – STUDENT GROWTH ELEMENTARY SCHOOL

	ANNUAL GROWTH					Earned Points	Raw Score	Scale Score	Letter Grade
	# of Tests	# of students							
		0	0.5	1	ACCEL				
<b>PSJA ISD</b>	<b>7699</b>	<b>1918</b>	<b>786</b>	<b>4995</b>	<b>780</b>	<b>5583</b>	<b>73</b>	<b>82</b>	<b>B</b>
<b>Longoria Elementary</b>	<b>279</b>	<b>64</b>	<b>23</b>	<b>192</b>	<b>82</b>	<b>224</b>	<b>80</b>	<b>90</b>	<b>A</b>
Grade 4 Mathematics	75	12	6	57	23	65.75	88	94	A
Grade 4 Reading	75	9	2	64	26	71.5	95	98	A
Grade 5 Mathematics	64	20	7	37	18	45	70	79	C
Grade 5 Reading	65	23	8	34	15	41.75	64	71	C

# 2024-2025 STAAR (PRELIMINARY) STUDENT ACHIEVEMENT ELEMENTARY SCHOOL

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score	Letter Grade
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
<b>PSJA ISD</b>	<b>13322</b>	<b>9852</b>	<b>74%</b>	<b>6330</b>	<b>48%</b>	<b>2779</b>	<b>21%</b>	<b>48</b>	<b>75</b>	<b>C</b>
<b>Longoria Elementary</b>	<b>486</b>	<b>366</b>	<b>75%</b>	<b>231</b>	<b>48%</b>	<b>81</b>	<b>17%</b>	<b>47</b>	<b>75</b>	<b>C</b>
Grade 3 Mathematics	71	50	70%	32	45%	16	23%	46	<b>74</b>	C
Grade 3 Reading	71	54	76%	30	42%	12	17%	45	<b>73</b>	C
Grade 4 Mathematics	75	59	79%	46	61%	13	17%	52	<b>79</b>	C
Grade 4 Reading	75	67	89%	46	61%	21	28%	59	<b>90</b>	A
Grade 5 Mathematics	64	47	73%	32	50%	6	9%	44	<b>72</b>	C
Grade 5 Reading	65	46	71%	24	37%	9	14%	41	<b>70</b>	C
Grade 5 Science	65	43	66%	21	32%	4	6%	35	<b>59</b>	F

# 2024-2025 STAAR (PRELIMINARY) CLOSING THE GAPS ELEMENTARY SCHOOL

Academic Achievement (MEETS LEVEL and Above for Mathematics & Reading)																				
	ALL		HISPANIC		HIGH FOCUS		EB		ECD		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
<i>2023-27 Interim</i>	49	46	44	39	42	37	45	37	40	35	29	26	4	6	6	16	24	67	30%	20.0
<i>2028-32 Next Interim</i>	58	55	53	49	52	48	54	48	50	46	41	38								
<i>2038 Long Term</i>	75	73	72	70	71	69	73	69	70	68	65	63								
<b>PSJA ISD</b>	<b>46</b>	<b>53</b>	<b>46</b>	<b>53</b>	<b>45</b>	<b>52</b>	44	49	45	52	31	29	4	6	6	16	24	67	30%	20.0
<b>Longoria Elementary</b>	52	47	53	47	52	46	47	37	52	47	58	29	6	6	6	18	24	75	30%	22.5

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Student Success (Domain I Score All Contents)

	ALL	HISPANIC	HIGH FOCUS	EB	ECD	SPED	Points Earned				Pts Possible	Raw Score	Weight	Component Points
							All Students	Hispanic	High Focus	TOTAL				
<i>2023-27 Interim</i>	47	41	40	37	38	23								
<i>2028-32 Next Interim</i>	57	52	49	48	48	33								
<i>2038 Long Term</i>	77	72	69	68	68	53								
<b>PSJA ISD</b>	<b>74</b>	<b>47</b>	<b>46</b>	<b>46</b>	<b>45</b>	<b>30</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>12</b>	<b>75</b>	<b>10%</b>	<b>7.5</b>
<b>Anaya Elementary</b>	78	49	49	49	46	41	4	3	3	10	12	83	10%	8.3
<b>Arnold Elementary</b>	78	53	51	50	48	38	4	3	3	10	12	83	10%	8.3
<b>Cantu Elementary</b>	69	44	41	41	39	22	3	3	3	9	12	75	10%	7.5
<b>Carman Elementary</b>	74	51	48	49	57	15	3	3	3	9	12	75	10%	7.5
<b>Chavez Elementary</b>	85	57	57	57	56	46	4	3	3	10	12	83	10%	8.3
<b>Clover Elementary</b>	71	45	43	43	32	25	3	3	3	9	12	75	10%	7.5
<b>Doedyns Elementary</b>	66	42	41	41	36	21	3	3	3	9	12	75	10%	7.5
<b>Dr Long Elementary</b>	73	45	44	44	42	23	3	3	3	9	12	75	10%	7.5
<b>Escobar Elementary</b>	81	59	56	55	55	31	4	3	3	10	12	83	10%	8.3
<b>Farias Elementary</b>	65	38	38	38	38	18	3	0	0	3	12	25	10%	2.5
<b>Ford Elementary</b>	72	43	42	42	39	25	3	3	3	9	12	75	10%	7.5
<b>Garcia Elementary</b>	84	54	54	53	54	32	4	3	3	10	12	83	10%	8.3
<b>Garza Elementary</b>	78	48	48	48	46	33	4	3	3	10	12	83	10%	8.3
<b>Garza-Pena Elementary</b>	75	48	47	46	45	33	3	3	3	9	12	75	10%	7.5
<b>Guerra Elementary</b>	78	51	50	50	50	34	4	3	3	10	12	83	10%	8.3
<b>Kelly-Pharr Elementary</b>	66	41	39	39	34	28	3	3	0	6	12	50	10%	5.0
<b>Livas Elementary</b>	71	45	44	42	41	20	3	3	3	9	12	75	10%	7.5
<b>Longoria Elementary</b>	75	47	46	47	40	40	3	3	3	9	12	75	10%	7.5
<b>McKeever Elementary</b>	74	45	44	44	39	26	3	3	3	9	12	75	10%	7.5
<b>Palacios Elementary</b>	83	58	57	57	55	42	4	3	3	10	12	83	10%	8.3
<b>Palmer Elementary</b>	74	49	47	46	44	45	3	3	3	9	12	75	10%	7.5
<b>Ramirez Elementary</b>	65	38	37	37	37	21	3	0	0	3	12	25	10%	2.5
<b>Reed-Mock Elementary</b>	77	49	49	49	50	30	4	3	3	10	12	83	10%	8.3
<b>Sorensen Elementary</b>	77	53	50	49	48	27	4	3	3	10	12	83	10%	8.3
<b>Trevino Elementary</b>	61	36	36	36	38	20	3	0	0	3	12	25	10%	2.5

# 2024-2025 STAAR (PRELIMINARY) STUDENT ACHIEVEMENT READING LANGUAGE ARTS - Grade 3 (SNAPSHOT)

	Number of Tests	Approaches		Meets		Masters		Raw Score	Scale Score	Letter Grade
		Grade Level		Grade Level		Grade Level				
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
<b>PSJA ISD</b>	<b>1721</b>	<b>1248</b>	<b>73%</b>	<b>767</b>	<b>45%</b>	<b>337</b>	<b>20%</b>	<b>46</b>	<b>74</b>	<b>C</b>
<b>Longoria Elementary</b>	<b>71</b>	<b>54</b>	<b>76%</b>	<b>30</b>	<b>42%</b>	<b>12</b>	<b>17%</b>	<b>45</b>	<b>73</b>	<b>c</b>
English	67	54	81%	30	45%	12	18%	48	76	C
Spanish	4	0	0%	0	0%	0	0%		30	F

## 2024-2025 STAAR/STAAR ALT DEMOGRAPHIC STUDENT ACHIEVEMENT GRADE 3 READING (SNAPSHOT) (PRELIMINARY)

	MEETS LEVEL																				
	ALL			HISPANIC			CONTINUOUSLY ENROLLED			HIGH FOCUS											
	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	ECD			EB			SPED			HIGHLY MOBILE		
Tested										Meets	%	Tested	Meets	%	Tested	Meets	%	Tested	Meets	%	Tested
PSJA ISD	1755	818	47%	1754	811	46%	1495	712	48%	1651	733	44%	840	326	39%	346	94	27%	30	10	33%
<b>Longoria Elementary</b>	<b>71</b>	<b>30</b>	<b>42%</b>	<b>70</b>	<b>29</b>	<b>41%</b>	<b>61</b>	<b>27</b>	<b>44%</b>	<b>67</b>	<b>27</b>	<b>40%</b>	<b>24</b>	<b>5</b>	<b>21%</b>	<b>17</b>	<b>4</b>	<b>24%</b>			
ENGLISH	67	30	45%	66	58	88%	57	53	93%	63	55	87%	20	16	80%	15	13	87%			
SPANISH	4	0	0%	4	1	25%	4	1	25%	4	1	25%	4	1	25%	2	1	50%			

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Special Education:

The following accountability sources were used to review the Special Education data by the Campus Site-Based Decision-Making Committee (SBDM): State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

#### Needs:

Align student goals and objectives outlined in IEP with TEKS being assessed on STAAR, STAAR Online, TELPAS.

#### Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

#### Professional Development Needs:

Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively. Resource teachers will work collaboratively with homeroom teachers to ensure IEP implementation.

#### Emergent Bilinguals (EB):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the SBDM Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The BE/DL Department was very involved in the curriculum writing and revision for grades K-5 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program.

## GOAL AREA 1: Student Achievement

### Areas Reviewed: Student Performance

#### Strengths

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

#### Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2024 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **52%**.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **47%**.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **40%**.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **38%**.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. **61%** of 3<sup>rd</sup> grade students scored 0 points on the **ECR (43 students)**.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at **52%**.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at **47%**.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at **40%**.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at **38%**.

**Goal Area 1: Student Achievement**

**Annual Goal 1:** The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% to 60% by June 2026.

**Objective 1:** The percentage of students performing at meets grade level or above on STAAR reading/math 3rd-5th will increase by having access to a standards-aligned guaranteed and viable curriculum.

**Strategy 1:** Curriculum writing initiatives with in-person learning for Reading Language Arts, RLA, SLA and Math based on needs assessment using data and trends will be executed. Data will be used to inform instruction for differentiated lessons to identify spiraled skills and highly tested student expectations.

**Timeline:** June 2025- June 2026

**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:**

- 1)CLC meetings will address lesson planning and the TEKS. Focus will be on lesson internalization.
- 2) Data will be shared with parents regarding their child's level of performance and expected outcome by June 2026 at parent meetings (STAAR, TPRI, Tejas LEE, TXKEA, BM1, BM2, CBA).
- 3) Conduct data analysis every six weeks by leadership team to monitor root cause, improvement and drive action plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>•TEKS Resource System</li> <li>•Curriculum Templates/Calendar</li> <li>•I-Ready, Lead4ward, My Reading and Math Aca,, Summit K12, Region 1, Forde-Ferrier</li> <li>•State and local student data</li> </ul> <p>Purchase supplies such as paper, colored paper, sent. strips, binders, markers, folders, skill boxes, poster boards, chart paper for small group interv. Project-based learning act. Tri-folds, copier machine, mat. need</p>	<ul style="list-style-type: none"> <li>•Curriculum documents</li> <li>•Lesson plans</li> <li>•Collaborative Learning Leader [CLL] agendas</li> <li>•Walkthrough documents</li> <li>•Lesson Internalization</li> </ul> <p>DMAC data, Tutorial/Intervention</p>	<ul style="list-style-type: none"> <li>•Student Achievement gains on the STAAR</li> <li>•Teacher retention</li> <li>•TELPAS</li> <li>•Results Driven Accountability</li> <li>•Reports</li> </ul> <p>STAR Reports, I-ready, BOY, CBA, BM1, BM2 and STAAR</p>	<ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR</li> <li>•TELPAS</li> <li>•Results Driven Accountability</li> <li>•Student Growth Measures [SGMs] Pre/Post Test</li> <li>•IReady Diagnostic</li> </ul>

**Strategy 2:** Provide supplemental tutorial programs and summer school/enrichment for students identified as at-risk using manipulatives, leveled readers, and supplemental resources, instructional material, and technology (ipads, chromebooks, ipad/chromebook cases, desk top computers, poster machine, etc.. to meet the needs of students at each performance level (Approaches, Meets, Masters) and address all five components of reading.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, Reading Coach, Teachers

**Action Steps:**

- 1) Data will be used to identify students in need of extended learning opportunities and purchase supplies such as paper, chart tablets, colored paper, sentence strips, markers, painting supplies for small group instr/interventions and enrichment camp. (need copier machine/materials for teachers)
- 2) Implement quality instructional reading programs that focus on the five essential components of a reading program to meet the needs of all students. (Accelerated Reader, purchase books of different genres, SSRW, Phonics practice, Savaas, Mosaico)
- 3) Provide compensation for intentional tutoring groups.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>•Walk-through documents</li> <li>•Pacing Guides</li> <li>•Curriculum</li> <li>•Instructional Rounds Documentation</li> <li>•Coordinator/Direct or Feedback Forms</li> <li>•Lesson Plans</li> <li>•PSJA LIFE (Literacy Impact for Excellence)</li> <li>•I-Ready Provide supplemental tutorial programs and summer school/enrichment for students identified as at-risk using manipulatives, leveled readers, and supplemental resources, instructional material, and technology (ipads, chromebooks, ipad/chromebook cases, desk top computers, poster machine, etc.. to meet the needs of students at each</li> </ul>	<ul style="list-style-type: none"> <li>•Walkthrough documents</li> <li>Lesson plans</li> <li>Tutoring/Int. Plans</li> <li>Fluency Progress</li> <li>Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>•BM1 and BM2 scores show increases in student achievement and student performance growth</li> </ul>	<ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR/TELPAS</li> <li>•ACT and SAT</li> <li>•Results Driven Accountability</li> <li>•IReady Diagnostic</li> </ul>

performance level (Approaches, Meets, Masters) and address all five components of reading. Phonemic Awareness Phonics Fluency Comprehension & Vocabulary			
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**Strategy 3:** Ongoing support for the implementation of the RLA and Math curriculum through CLCs. Monitor student writing samples every six-weeks to make certain writing is occurring throughout the curriculum.

**Timeline:** August 2025 - June 2026

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.

**Persons Responsible:** Principal, Assistant Principal, Reading Coach, Teachers

**Action Steps:**

- 1) Use WFTB writing rubric to score and analyze student writing from PK-5th grade.
- 2) Purchase writing journals and quality literature (trade books) for teachers to model effective writing strategies and use mentors.
- 3) Use assessment data to drive intervention plans and build intervention time into the day at every level

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>•Training Material/Agenda</li> <li>•District Curriculum</li> <li>•Pacing guide</li> <li>•Year- at- a- Glance,</li> <li>•Weekly Lessons</li> <li>•State and Local Data</li> <li>•Lexia Core 5</li> <li>•Power Up</li> <li>•I-Ready</li> </ul> Accelerated Reader software program and licenses	<ul style="list-style-type: none"> <li>•Training Agenda</li> <li>•Collaborative Learning</li> </ul> Community Meetings	<ul style="list-style-type: none"> <li>•BM1 and BM2 scores show increases in student achievement and student performance growth</li> <li>•Increase level of performance in STAAR</li> </ul>	<ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR/TELPAS</li> <li>•Results Driven Accountability</li> <li>•TELPAS</li> <li>•I-Ready</li> </ul>

**Goal Area 2: Closing the Gap**

**Annual Goal 1:** Emergent Bilingual Students will demonstrate 60% or above on progress composite to composite on Telpas domain by June 2026.

**Objective 1:** All student groups will be monitored weekly to ensure that at least 90% of each domain is met by June 2026 to meet the 10% of the Closing Gap.

**Strategy 1: Monitor implementation of ELP strategies to accelerate the progress of EB’s.**

**Timeline:** June 2025- June 2026

**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:** ELPS training will be provided for all staff members to serve the needs of our EB students.

- 1) Teachers will schedule observations for administration feedback on ELPS implementation.
- 2) Teachers will provide TELPAS based assessment practice throughout the school year, embedded throughout the curriculum.
- 3) Teachers and administrators will monitor student growth on proficiency levels and set goals for each students’ proficiency level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>• District Curriculum</li> <li>• I-Ready Reading</li> <li>• ELPS</li> <li>• TELPAS Release Assessment</li> <li>• Biliteracy Benchmarks</li> <li>• Summit K12</li> </ul>	DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Teacher-student conference Follow the yearly Success Plan for Summit Walk-through feedback LPAC notes Lesson Plans (Accelerate) Language Acquisition Monitoring	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 Telpas BM 1 assessments Summit K12 summative/interim STAAR TELPAS

**Strategy 2:** Monitor the progress of all EB’s through district formative assessments.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Teachers

**Action Steps:**

- 1) Leadership team will monitor EB students marking period grades each period.
- 2) Team will monitor EB’s via EB instructional and assessment checklist at BOY, MOY and EOY.
- 3) Monitor biliteracy journals for attainment towards TELPAS writing growth.

**Strategy 3:** Teachers in grades K-2 will use the Footsteps to Brilliance program to implement biliteracy.

3rd-5th grade DL teachers will implement biliteracy curriculum with fidelity.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Teachers

**Action Steps:**

- 1) Leadership will conduct periodic walk-throughs for implementation of curriculum K-5<sup>th</sup>.
- 2) Leadership team will monitor biliteracy journals for fidelity of implementation.
- 3) Provide support for students having difficulty with domains.

**Goal Area 3: Improve Safety, Public Support, Culture and Climate**

**Annual Goal 3:** All students will receive balanced instruction on Social Emotional Learning and implementation of the 21<sup>st</sup> century skills.

**Objective 1:** All students will be monitored weekly to ensure that all students receive balanced instruction on SEL and implementation of 21<sup>st</sup> century skills.

**Strategy 1:** Teachers will implement partner pairs and classroom talk throughout the curriculum to address positive social skills.

**Timeline:** June 2025- June 2026

**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:** ELPS training will be provided for all staff members to serve the needs of our EB students.

- 1) Embed planning days for each unit of inquiry throughout each six-weeks.
- 2) Complete unit of planner in Science and Social Studies curriculum.
- 3) Attend any PD trainings to gain further knowledge in curriculum and instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>• District Curriculum</li> <li>• Lead Teachers</li> <li>• Teachers</li> </ul>	Progress Monitoring Reports Teacher-student conference Walk-through feedback Lesson Plans student journals	Teacher/Student Feedback	Journals Assessment

**Strategy 2:** Campus-wide implementation of Project RESPECT Skills and SEL curriculum.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Counselor, Reading Coach, Teachers

**Action Steps:**

- 1). School counselor will conduct weekly classes with all grade levels.
- 2). Project RESPECT skill of the Week will be reviewed with students by the counselor, AP, Principal during weekly meetings.
- 3). SEL journal implementation by counselor.

**Strategy 3:** Campus-wide implementations of IB Learner profile attributes and attitudes celebrated monthly.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Counselor, Reading Coach, Teachers

**Action Steps:**

- 1). Teachers and staff will highlight RESPECT Skills of the Month throughout the curriculum.
- 2). Students will be recognized and awarded for demonstrating attribute of the month (Scholar of the Month).

**Goal Area 3: Improve Safety, Public Support, Culture and Climate**

**Annual Goal 3:** All students will receive balanced instruction on Social Emotional Learning and implementation of the 21<sup>st</sup> century skills.

**Objective 1:** All students will be monitored weekly to ensure that all students receive balanced instruction on SEL and implementation of 21<sup>st</sup> century skills.

**Strategy 1:** Teachers will implement SEL Approaches to Learning throughout the curriculum to address positive social skills.

**Timeline:** June 2025- June 2026

**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:** ELPS training will be provided for all staff members to serve the needs of our EB students.

- 1) Embed planning time into weekly CLCs to plan, prepare, implement and re-evaluate units of inquiry. Compensations for IB trainings.
- 2) Analyze Units of Inquiry assessment and policies for implementation for unit of inquiries (purchase manipulatives and materials for all units and exhibitions. Payment of IB yearly fees.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Implement the following: SEL lessons to all students on campus to promote international-mindedness via science and social	Progress Monitoring Reports Teacher-student conference Walk-through feedback Lesson Plans student journals  Progress Monitoring Reports Walk-through feedback Lesson Plans Portfolios	Feedback Journals	Student journals

Continued:

**Strategy 2: Implement** the following stages of the NAEYC accreditation for PK students to promote international-mindedness via science and social studies units of inquiry:

- Stage 1: Enrollment & Self-Study
- Stage 2: Application for Accreditation
- Stage 3: Candidacy
- Stage 4: Meeting and Maintaining Status

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**Timeline:** June 2025- June 2026

**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:**

- 1). Embed planning time into weekly CLC's to plan, prepare, implement and re-evaluate NAEYC standards. Compensations for trainings.
- 2). Analyze assessment and policies for implementation for all unit age-appropriate activities (purchase manipulatives and

**Goal Area 3: Improve Safety, Public Support, Culture and Climate**

**Annual Goal 3:** By June 2026, 100% of staff will be trained on campus safety protocols and procedures.

**Objective 1:** All staff will be monitored to ensure 100% are trained on campus safety protocols and procedures.

**Strategy 1:** Campus will continue to implement an Emergency Response Team (ERT) to ensure all safety protocols and procedures are in place.

**Timeline:** June 2025- June 2026

**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, Nurse, Head Custodian, Emergency Response Team, Teachers, Campus Guardian

**Action Steps:**

- 1) Conduct monthly ERT drills and post-drill feedback meetings.
- 2) Train all staff on state and district-mandated trainings such as, but not limited to sexual harassment, Leana’s law, David’s law, diabetes, allergic reactions, seizures, stop the bleed, CPR, and CPI.
- 3) Staff will be trained on crisis situations with assigned roles and responsibilities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Map All Doors must be numbered District Safety Plan Campus Safety Plan	Safety Org, Chart of ERT Monthly ERT Meetings Safety Meetings Safety Trainings	Emergency Response Team Drills	Health Service campus drills District Safety Audits

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Map All Doors must be numbered District Safety Plan Campus Safety Plan	Safety Org, Chart of ERT Monthly ERT Meetings Safety Meetings Safety Trainings Monthly Safety documentation	Firedrills Lockdowns Bus evacuation for Headstart students Inclement weather drills for students	Health Service campus drills District Safety Audits

**Strategy 2 :** Campus will conduct monthly fire drills and lockdowns twice a year.

**Timeline:** June 2025- June 2026

**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, Nurse, Head Custodian, Emergency Response Team, Teachers, Campus Guardian

**Action Steps:**

- 1) District and campus security guard will conduct weekly safety audits to ensure safety protocols are in place consistently.
- 2) Head custodian will attend district safety meetings.
- 4) Headstart will conduct safety drills and staffing’s on student health concerns.

**Goal Area 4: Increase Staff Quality, Recruitment and Retention**

**Annual Goal 4: Increase Staff Quality, Recruitment and Retention**

**Objective 1: All staff will be monitored to ensure 50% receive a rating of ACCOMPLISHED OR ABOVE on T-TESS Dimension 1.4**

**Strategy 1: Conduct CLC’s on critical thinking in alignment with the T-TESS rubric.**

**Timeline:** June 2025- June 2026

**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:**

- 1) Conduct weekly CLC’s on Dimension 1.4.
- 2) Conduct artifact analysis on Dimension 1.4.
- 3) Monitor walk-throughs, intervisitations, and PD goals for teachers below Accomplished Dimension 1.4.
- 4). Curriculum alignment to drive instruction and create learning centers to address differentiation in the classroom.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
T-Tess Rubrics T-Tess Appraiser training guide TEKS planning guide	Walk-through feedback	Lesson Plans CLC agendas CLC student artifacts Walk-throughs	Increase teacher performance on T-TESS Progress towards teacher PD goals at the mid and end of year.

**Strategy 2:** Teachers will participate in curriculum writing to enhance academic performance in all content areas.

**Timeline:** June 2025- June 2026

**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:**

- 1) Teachers will align curriculum with state standards.
- 2) Attend professional development meetings to gain clarity on curriculum expectations and timelines.
- 3) Teachers will stay current with research-based instructional strategies.
- 4). Teachers will develop learning objectives, essential questions and performance tasks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
T-Tess Rubrics T-Tess Appraiser training guide TEKS planning guide	TEKS District Curriculum	Lesson Plans CLC agendas CLC student artifacts Walk-throughs	Increase teacher performance on T-TESS Progress towards teacher PD goals at the mid and end of year.