

San Benito Consolidated Independent School District



Angela G. Leal Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Angela G. Leal Elementary is to provide a premiere education for all students, through a positive and safe learning environment, so that its graduates are college, career, and workforce ready.

Educate. Innovate. Elevate.

What?

We will ... **Educate** students to become problem-solvers in Math, Reading, Writing, Science and Social Studies and servant leaders to their community.

How?

We will ... **Innovate** our classroom teaching and school-wide programs to meet and surpass the specific needs of our individual students.

Why?

We will ... **Elevate** our students' minds and wills to successfully complete their education and lead the way as professionals and productive members of society.

Vision

The vision of **Angela G. Leal Elementary** is to be the Gold Standard in all areas of public education.

Building tomorrow's leaders.

We will lead ... **in achievement** in the areas of Math, Reading, Writing and

Science.

We will lead ... **in growth** in the area of character and community involvement.

We will lead ... **in the number of graduates we produce** from SBHS.

We will lead ... **in the number of professionals produced** from Two year and Four year colleges. We will lead in the number of committed servants to the U.S. Armed Forces.

Value Statement

We believe that everyone has the right to be a unique individual and that diversity is the foundation of American culture. We promise to be open-minded and accepting of the individuality of every person. We pledge to respect people for who they are regardless of that persons' culture, race, gender, physical or mental disability.

Core Beliefs:

- **Closing the Achievement Gap** and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:
- **No Excuses:** We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.
- **Whatever it Takes:** Through continuous improvement we achieve ambitious results. Those most successful at Angela G. Leal seek feedback, pour over the data, identify root causes, and implement solutions.
- **100% Everyday:** Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.
- **Sweating the Small Stuff:** The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.
- **Team and Family:** As the source of strength for our organization, we are committed to attracting and developing high caliber people.

Angela G. Leal Elementary Longhorns

Our Core Values

Honesty: Always Tell the Truth!

Optimism: Work Hard ... Dream Big

Respect: Be Kind To Others, Everyday

Never Give Up: Own and Learn from Your Mistakes

Service: Help Others in Need

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

INTRODUCTION

As part of an ongoing campus improvement planning process, official representatives from Angela G. Leal Elementary School's Site-Based Decision-Making Committee met to determine campus priorities for the 2022-2023 school year, specifically related federal and state programs. This process utilized a variety of data sources and personnel observations to arrive at prioritized needs that are necessary and reasonable to achieve the goals and objectives set down in the programs' purposes as well as the campus improvement plan. The discussion focused on the following areas:

- review student performance on available State assessments (TAPR), in general, and in identified subgroups (including special needs students) and individually;
- identify achievement gaps between and among all the disaggregated subgroups;
- meet the needs of the children of migratory families as defined in section 1309(2) of P.L. 107-110;
- provide training to establish goals and methods for violence prevention and intervention on campus;
- publicly present measurable goals for achievement to parents, teachers, and students;
- implement intervention processes to ensure individual students' educational needs are met in a timely manner, particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards;
- provide counseling, pupil services, and mentoring services;
- assess how results are used to inform curriculum, instruction, and individual interventions;
- review the components of a schoolwide program to ensure inclusion in the campus improvement plan;
- encourage teacher input in deciding what additional assessments will be used to measure student achievement;
- ensure the allocation, coordination and integration of Federal, State, and local funds, services and programs;
- review the scientific, research-based instructional programs included but not limited to: Reading, Writing, Math, Science, Social Studies, Professional Development and Counseling Services at the campus;
- monitor the qualifications of teachers and instructional paraprofessionals to meet the needs of various student populations;
- encourage staff participation in professional development sessions offered by the district and local regional service center;
- employ highly-qualified teachers and instructional paraprofessionals;
- provide teachers a variety of opportunities to collaborate, plan, and mentor each other for professional improvement and growth;
- facilitate parents and community members opportunities for involvement in activities that support student learning;
- include special populations' stakeholders in the involvement of the needs assessment process;
- promote the availability of health and human services to support students and their families;
- provide a variety of communication/outreach methods for families who speak languages other than English;
- promote and provide education and training for parents/guardians;
- evaluate the parent and community involvement strategies.

SUMMARY

The data sources reviewed include: STAAR results, TAPR reports, local assessments, personnel records and parent involvement figures. The Committee members noted that the campus has a high population, approximately 60.8%, of Emergent Bilingual (EB) students identified as having Limited English Proficiency (LEP) as well as a high mobility rate of 17.6%. The bilingual program has been changed to a Dual Language Education program and the district will emphasize a focus on this program through Time and Treatment. The campus feels that this district initiative, along with the Sheltered Instruction training, will produce positive results in the bilingual program. Angela G. Leal Elementary earned a "Met Standard" for the STAAR results. Because the district has an emphasis on providing intervention for students who have failed the previous year, those students are identified for RtI (Response to Intervention) services at the beginning of the school year. Teachers are directed to progress monitor students and keep accurate baseline data in order to gauge the progress of the students.

Angela G. Leal Elementary will benefit from the Response to Intervention (RtI) teacher that has received specific and extensive professional development that is relevant to the needs of the campus in academic and behavior support interventions. The Response to Intervention (RtI) teacher is responsible in monitoring the academic progress of students and will assist teachers in ensuring that progress monitoring occurs throughout the school year. Additionally, the Response to Intervention (RtI) teacher ensures that teachers are documenting measurable data that will help to determine if the students are making academic advances. The Response to Intervention (RtI) teacher spearheads the RtI committee to review the data on these students.

There are over 60 (the number of student fluctuates seasonally) (15.7%) migrant students at Angela G. Leal Elementary who are currently served by a district-level migrant personnel. Currently, the migrant Priority for Service students are served in a pull out program/inclusion setting by a district migrant teacher. The committee felt that there were sufficient activities to address migrant students' educational and socio-emotional needs.

Angela G. Leal Elementary will have an After School Program with an estimated 100 students in grades K-5 participating however, as current conditions related to the COVID-19 continue to exist. The campus will be host to the program beginning in the 2021-21 school year and for the period of the current cycle's term. The benefits of the program generally include having students engaged in learning until approximately 5:15 PM by providing time for completion of homework and extension/enrichment in reading, mathematics, and science by participating in various activities. Staying current and highly functional is a universal need for all schools. Angela G. Leal Elementary can certainly benefit from current state-of-the-art technology in order to expand multimedia programs. Teachers were provided with new iPads (2020-21) that are used for assessment and/or instructional purposes. Currently, at AGL there is at least a one-to-one electronic device available for student use, for instructional purposes (this reality has been a marked advantage to our students especially as we continue to endure the reality of the COVID 19 pandemic crisis).

The district has been very supportive of our campus needs, providing ample resources for the core subject areas. The district adopted academic resources will continue to be implemented this school year, providing digital, as well as print resources to our teachers. Teachers will continue to use STEMscopes to supplement science instruction. In addition, Lone Star Learning programs were provided for math, reading, and writing to support daily instruction of the specified subject areas. Additional supplementary resources will be provided at the campus level. For example: implementation of effective sheltered instruction strategies, continued training in Thinking Maps, and Saxon Phonics for grades K-2 will continue throughout the 2022-2023 school year.

The site-based decision-making committee expressed a need for training in progress monitoring, targeting students needs, altering instruction to meet the rigor of the STAAR test, and additional training in special population areas. In addition, resulting from our student population needs, the committee requested professional development sessions to build a trauma sensitive campus, behavior support interventions, and continued campus implementation of a revised Positive Behavior Intervention and Support (PBIS) system - "CHANGING KID'S HEARTS". The PBIS Core Team will continue to develop and implement a timeline for Campus Culture incentives throughout the school year including school-wide celebrations and rewards.

In conjunction with the Family and Community Engagement district wide plan, a campus Parent Educator provides instructional programs for parent education enhancement. Some of these programs include but are not limited to English language development classes, parenting sessions, health and physical involvement sessions, and local community benefit assistance presentations. Sessions, generally, are offered on a weekly basis and are held on campus. The FACE department also expressed a desire to continue to provide family engagement activity nights to train parents in the educational methodologies being used at the campus so that parents may assist their children with their homework and become an active part of the students' learning.

The Communities in Schools program has assisted the school counselor in inviting individuals that can offer information on their respective career during the Career Fair. The committee reports that the Career Fair has been highly successful.

The site-based decision-making committee will continue to meet regularly throughout the school year to review, update and modify the campus plan and the needs of the students, staff, parents, community leaders and other stakeholders involved in the educational program.

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PRIORITIES

The Angela G. Leal Elementary has cited the following needs for the 2021-2022 school year.

Need/Strategy
Continue implementation and utilization of successful initiatives begun in previous years into school year 2022-2023. These include but are not limited to: Thinking Maps, STEMScopes, Edusmart Science, BrainPOP, Lone Star Learning, iStation, Saxon Phonics, Study Island, Learning Farm, Summit K-12, etc.
Survey parents for input on potential parent training as well as school-related issues that are priorities for families of Leal Elementary students.
Offer professional development in key instructional areas like progress monitoring to target instruction; differentiating instruction (for all levels from intervention to acceleration), and delivering instruction with greater rigor.
Monitor classroom instruction to ensure effective lessons are being provided to students, especially in reading and mathematics.
Utilize the Response to Intervention (RtI) teacher to directly assist students and guide classroom teachers to implement instructional interventions and progress monitor students.
Monitor the implementation of academic intervention programs.
Provide student agendas/planners that will help with organization and serve as a communication tool between the home and school in order to impact student success.
Purchase STAAR practice material that is scientifically-research based in order to provide practice in reading, mathematics, writing, and science to be used to supplement the core programs.
Allocate local, state, and federal funds for purchasing instructional supplementary material, especially for reading, mathematics, writing, and science for all grade levels.
Provide relevant campus level professional development that is relevant to the needs of the school in reading, mathematics, writing, and science, and the development of the affective domain, including dealing with student behavior.
Allocate professional development funds for the implementation of the DMR reading shields that focus on developing the Figure 19 ELAR Comprehension TEKS for new modules on Figure 19.
Allocate technology funds for the purchase of technology hardware and software to expand multimedia programs.
Provide Gifted and Talented (Program Intent Code 21) resources to ensure identified Gifted and Talented students receive differentiated instruction that aligns with the Texas State Plan for the Education of the Gifted and Talented and to ensure that students are engaged in the independent study and research projects. Additionally, ensure that the Gifted & Talented population participates in the Texas Performance Standards Project (TPSP).

Demographics

Summary

Angela Gerusa Leal Elementary is one of eleven elementary schools serving the City of San Benito in Cameron County, Texas. Located in a predominantly rural area of the city, the campus currently enrolls approximately 375 student Champions for the 2024–2025 school year. As a Title I open-enrollment campus, Angela G. Leal serves students from Pre-Kindergarten through fifth grade. The school community is deeply committed to its mission, engaging not only staff but also parents, stakeholders, and local leaders to create a nurturing and equitable learning environment. Through data-driven planning and transparent communication, the campus continuously refines its strategies to ensure all students have access to high-quality instruction and support.

All stakeholders play a critical role in shaping the campus climate and student achievement plans. Improvement initiatives are based on research-backed practices and comprehensive data analysis, fostering a culture of continuous growth and success for all students. The school's mission, "Educate, Innovate, and Elevate," aligns seamlessly with its vision of "Building Tomorrow's Leaders," emphasizing the development of critical thinking, creativity, and resilience in each student. Angela G. Leal offers specialized programs including Gifted and Talented, Special Education, Section 504 accommodations, Emergent Bilingual services, and a robust Fine Arts curriculum to meet the diverse needs of its learners.

Demographically, the campus serves a predominantly Hispanic student body (99.5%), with 62% identified as English Learners. Other subpopulations include 4% migrant students, 10% receiving Special Education services, 5% on Section 504 plans, and 1.5% enrolled in Gifted and Talented programs. The gender split is fairly even, with 51% male and 49% female students. At-risk students represent a significant portion of the population at 88%, and 0.5% are designated as homeless under the McKinney-Vento Act. Enrollment has seen a slight decline due to district magnet campus designations and neighboring districts' specialized programs. Additionally, the campus faces challenges with a high student mobility rate of 18%, which contributes to fluctuating enrollment. To support families, Angela G. Leal employs a Parental Specialist and collaborates with Communities In Schools, enabling effective communication and providing resources to address various family needs.

Attendance at Angela G. Leal remains strong, averaging 97.5%, with few students marked tardy. Excused absences are typically related to medical appointments, while unexcused absences often result from family emergencies or transportation difficulties. The school's attendance efforts, supported by Communities In Schools and the Parent Specialist, include incentives and engaging instructional strategies designed to maintain consistent student participation. Discipline incidents are minimal and evenly distributed across gender, age, and ethnicity, reflecting a positive and respectful school climate.

The campus staff consists of 32 dedicated professionals, with a demographic composition of approximately 69% female and 31% male. Notably, 70% of the teaching staff are bilingual certified, and all teachers are Hispanic and fully state-certified with one to five or more years of experience. The campus benefits from high teacher retention rates, fostering stability in the learning environment. Professional development is ongoing throughout the school year, complemented by mentorship programs for new teachers. Instructional aides, currently numbering six, are highly qualified and provide critical classroom support. Teacher effectiveness is assessed using the Texas Teacher Evaluation and Support System (T-TESS) alongside multiple student performance indicators to ensure continuous instructional improvement.

The Angela G. Leal community is characterized by strong family values, active parental involvement, and a predominantly Spanish-speaking population. Many families face transportation challenges, and a significant number of parents are stay-at-home caregivers. The local economy is supported by a diverse workforce including educators, construction workers, and small business owners. While the community experiences some social challenges, including crime and familial incarceration, the school remains a stable and supportive environment for students. Partnerships with local colleges and adult education providers offer families additional educational opportunities and promote post-secondary readiness.

Strengths

- Predominantly Hispanic student population (99.5%), fostering a strong cultural identity
- High percentage of English Learners (62%), supported by bilingual programs
- Majority of teaching staff bilingual certified (70%), enabling effective bilingual instruction

- 100% Hispanic teaching staff, providing culturally responsive education
- High percentage of at-risk students served (88%), showing strong commitment to diverse learner needs
- Balanced gender distribution among students (51% male, 49% female)
- Comprehensive special programs addressing diverse needs (Special Education, Gifted and Talented, migrant services)
- Stable community engagement with active parental and stakeholder involvement

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English.

The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged.

2



Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community.

96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

3



EB students are limited English proficiency and therefore are at an academic disadvantage when compared to other student sub-populations. In addition, EB students learn two languages where their non-EB peers are receiving instruction in their native language of English.

61% of our students are Emergent Bilinguals (TEA 2024 Campus Comparison Group Data)

4



Students who are At Risk display tendencies associated with having a higher probability of academic failure, increased disciplinary issues, and disproportionately high levels of absenteeism.

87.7% of our students are identified as At-Risk (2023-2024 Texas Academic Performance Report (TAPR))

5



Students who travel with their parents due to a need for employment opportunities generally lack educational stability, due to high mobility factors.

3.7% of our students are Migrant Students (2023-2024 Texas Academic Performance Report (TAPR))

 = Priority

Student Learning

Summary

Angela G. Leal Elementary has shown strong progress in student achievement and overall school performance. The school earned an **A rating** from the Texas Education Agency for the 2024–2025 school year, with high marks in school progress and closing performance gaps. Student achievement and overall score also reflect steady improvement.

The school serves approximately **356 students**, with a high percentage of at-risk (84%) and bilingual/ESL learners (78.7%). The experienced teaching staff, averaging over 10 years in education, maintains a student-teacher ratio of about 16:1, supporting personalized learning.

Angela G. Leal Elementary emphasizes preparing students to be problem-solvers and community leaders, supported by recognized educators and a commitment to innovation and engagement. Recent honors include the recognition of Ms. Nayelli Quiroga as District Elementary Teacher of the Year.

Overall, the school continues to make significant strides in student growth and academic success within a supportive learning environment.

Strengths

Angela G. Leal Elementary demonstrates several key student learning strengths that contribute to its recent success and high performance. One of the most notable strengths is strong academic progress, with the school earning a score of 91 in the School Progress domain from the Texas Education Agency. This indicates that students are making significant year-to-year academic growth, regardless of their starting point. The school also excels in supporting diverse learners, particularly its large population of bilingual/ESL students, who make up nearly 79% of enrollment. The ability to achieve high growth with such a diverse student body reflects the effectiveness of the school's instructional strategies.

In addition, Angela G. Leal Elementary is actively working to close achievement gaps among student groups, earning a score of 75 in this area. With 84% of students identified as at-risk, the school's progress in this domain highlights a strong commitment to equity and inclusive learning. These gains are supported by a highly experienced teaching staff, averaging over 10 years in the profession, which contributes to consistent, high-quality instruction. The school's recent A rating from the TEA and the recognition of its staff—such as the District Elementary Teacher of the Year award—further reflect a culture focused on student growth, excellence, and continuous improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Fewer than 35% of students in grades 3-5 are meeting grade-level reading expectations. Economically Disadvantaged, Emergent Bilingual, and Special Education students show the greatest need due to gaps in vocabulary, foundational literacy skills, and access to appropriately scaffolded instruction. Targeted support is needed to close achievement gaps despite overall student growth.

Many Economically Disadvantaged, Emergent Bilingual, and Special Education students lack consistent access to vocabulary instruction, foundational literacy support, and scaffolded grade-level texts. Limited differentiation and intervention time contribute to ongoing reading gaps.

2
★

While 5th-grade students continue to perform well in math, current data shows lower achievement and inconsistent growth in 3rd and 4th grades, signaling foundational skill gaps. These gaps must be addressed earlier to ensure students are prepared for long-term success in upper-grade mathematics.

Students in 3rd and 4th grade lack consistent, early exposure to conceptual math instruction and targeted support in foundational numeracy skills. Gaps in instructional alignment, differentiated practice, and timely intervention contribute to uneven progress before 5th grade.

3
★

While 4th-grade students demonstrated growth in reading, overall achievement in grades 3-5 remains inconsistent. Fewer than 65% of students are meeting grade-level expectations, with many performing below the Meets standard. This indicates that a significant number of students have not yet developed the reading comprehension skills necessary for success at grade level.

Inconsistent alignment of instructional practices to the rigor of STAAR, limited targeted small-group interventions for below-level readers, and gaps in foundational reading comprehension skills have contributed to students not meeting grade-level expectations.

★ = Priority

School Processes & Programs

Summary

Angela G. Leal Elementary implements a standards-aligned curriculum with a focus on differentiated instruction to support diverse learners, including bilingual and special education students. Teachers participate in ongoing professional development centered on literacy, math, and culturally responsive practices. Leadership fosters collaborative decision-making and data-driven planning, while maintaining strong communication with families through bilingual outreach. The school offers dedicated intervention time, support services, and extracurricular activities like fine arts and clubs. Technology is integrated through 1:1 devices and educational software, enhancing personalized learning and engagement. A safe, inclusive environment is promoted through social-emotional learning and community partnerships.

Strengths

Angela G. Leal Elementary has established effective processes that support student success, including a standards-based curriculum paired with differentiated instruction to meet diverse learning needs. Collaborative leadership and data-driven decision-making guide continuous improvement, while ongoing professional development ensures teachers are equipped with best practices in literacy, math, and language acquisition. Strong communication and family engagement, supported by bilingual outreach, foster a supportive school community. The school's integration of technology and dedicated intervention blocks provide personalized learning opportunities. Additionally, a safe and inclusive environment, enriched by extracurricular programs and community partnerships, strengthens student growth and well-being.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★ Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners.</p>	<p>Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students.</p>
<p>2 ★ Intervention time during the school day is limited and inconsistently scheduled, reducing its effectiveness in addressing student learning gaps.</p>	<p>Scheduling constraints and competing priorities limit dedicated blocks for interventions, leading to insufficient time for personalized support and inconsistent delivery across grade levels.</p>
<p>3 At Angela G. Leal Elementary, inconsistent implementation of technology integration limits opportunities for students to engage in personalized and interactive learning, impacting overall student engagement and skill development.</p>	<p>Limited professional development and inconsistent access to technology resources hinder teachers' ability to fully integrate digital tools into daily instruction. Additionally, infrastructure and scheduling challenges reduce opportunities for regular, meaningful technology use.</p>
<p>4 Angela G. Leal Elementary faces challenges in consistently supporting Emergent Bilingual students with tailored language acquisition strategies, resulting in slower-than-expected English proficiency growth for this high-need student group.</p>	<p>Insufficient specialized training for teachers in language acquisition strategies and limited access to targeted instructional resources for Emergent Bilingual students contribute to inconsistent support. Additionally, high student-to-teacher ratios and limited intervention time reduce the effectiveness of language development programs.</p>
<p>5 Inaccurate or outdated financial records compromise operational sustainability, reduce transparency, and increase the risk of non-compliance with district policies and state regulations.</p>	<p>The lack of consistent training, standardized procedures, and regular monitoring for staff responsible for financial documentation leads to errors, delayed reconciliations, and incomplete records.</p>

★ = Priority

Perceptions

Summary

Angela G. Leal Elementary regularly gathers feedback through surveys, interviews, and focus groups involving parents, staff, and students to inform continuous improvement. Parent engagement is supported by regular events and communication, with participation levels showing steady growth, particularly through bilingual outreach efforts. The school fosters a positive culture and climate grounded in shared values of inclusivity, respect, and student-centered learning. Strong community partnerships and active volunteer involvement enhance resources and support. Staff surveys indicate high levels of collaboration and commitment, contributing to solid staff retention rates. Student feedback highlights a welcoming environment and a desire for more extracurricular opportunities. Communication is maintained through multiple platforms, ensuring transparency and accessibility for all stakeholders.

Strengths

Angela G. Leal Elementary is widely recognized for its positive and inclusive school culture, where staff, students, and families feel welcomed and supported. Communication with families is effective and accessible, especially through bilingual outreach, which helps keep parents well-informed and engaged. The school benefits from strong family and community involvement, with high levels of participation in events and volunteer activities that reflect trust and commitment to the school's goals. Staff members report a collaborative and dedicated work environment, contributing to stable retention and a positive climate. Additionally, students feel their voices are heard and valued, which fosters a strong sense of belonging and motivation to participate fully in school life.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1



Although Angela G. Leal Elementary has strong family engagement overall, some families-- especially those with limited English proficiency-- still face challenges fully accessing school communications and participating consistently in events.


Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

2

Some students report feeling less connected to the school community outside of classroom instruction, leading to lower participation in extracurricular activities.

Limited variety and availability of extracurricular and co-curricular programs restrict opportunities for students to build connections and engage beyond academics.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community.

96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

2
★

The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English.

The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged.

3
★

EB students are limited English proficiency and therefore are at an academic disadvantage when compared to other student sub-populations. In addition, EB students learn two languages where their non-EB peers are receiving instruction in their native language of English.

61% of our students are Emergent Bilinguals (TEA 2024 Campus Comparison Group Data)

4
★

Students who are At Risk display tendencies associated with having a higher probability of academic failure, increased disciplinary issues, and disproportionately high levels of absenteeism.

87.7% of our students are identified as At-Risk (2023-2024 Texas Academic Performance Report (TAPR))

5
★

Intervention time during the school day is limited and inconsistently scheduled, reducing its effectiveness in addressing student learning gaps.

Scheduling constraints and competing priorities limit dedicated blocks for interventions, leading to insufficient time for personalized support and inconsistent delivery across grade levels.

6
★

Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners.

Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students.

7★

While 5th-grade students continue to perform well in math, current data shows lower achievement and inconsistent growth in 3rd and 4th grades, signaling foundational skill gaps. These gaps must be addressed earlier to ensure students are prepared for long-term success in upper-grade mathematics.

Students in 3rd and 4th grade lack consistent, early exposure to conceptual math instruction and targeted support in foundational numeracy skills. Gaps in instructional alignment, differentiated practice, and timely intervention contribute to uneven progress before 5th grade.

8★

While 4th-grade students demonstrated growth in reading, overall achievement in grades 3-5 remains inconsistent. Fewer than 65% of students are meeting grade-level expectations, with many performing below the Meets standard. This indicates that a significant number of students have not yet developed the reading comprehension skills necessary for success at grade level.

Inconsistent alignment of instructional practices to the rigor of STAAR, limited targeted small-group interventions for below-level readers, and gaps in foundational reading comprehension skills have contributed to students not meeting grade-level expectations.

9★

Although Angela G. Leal Elementary has strong family engagement overall, some families-- especially those with limited English proficiency-- still face challenges fully accessing school communications and participating consistently in events.

Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

10★

Students who travel with their parents due to a need for employment opportunities generally lack educational stability, due to high mobility factors.

3.7% of our students are Migrant Students (2023-2024 Texas Academic Performance Report (TAPR))

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results



Goals

Goal 1

SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1

By June 2026, 70% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Source: State assessment results (STAAR)
District benchmark exams
Progress monitoring

Strategy 1

Data-Driven Instruction-Regularly analyze benchmark and formative assessment data to identify gaps in student learning. Differentiate instruction based on individual student needs, focusing on interventions for students in special populations.

Strategy's Expected Result/Impact: Increased student mastery of grade-level standards.
Reduction in achievement gaps for special populations.
Higher percentages of students meeting or exceeding state assessment standards.

Staff Responsible for Monitoring: Classroom Teachers: Analyze data and adjust instruction.
Intervention Specialists/RTI Coordinators: Support targeted interventions.
Instructional Coaches: Guide effective data use in instruction.
Administrators: Monitor overall progress and goal alignment.

Problem Statements: Student Learning 3

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

While 4th-grade students demonstrated growth in reading, overall achievement in grades 3-5 remains inconsistent. Fewer than 65% of students are meeting grade-level expectations, with many performing below the Meets standard. This indicates that a significant number of students have not yet developed the reading comprehension skills necessary for success at grade level.

Inconsistent alignment of instructional practices to the rigor of STAAR, limited targeted small-group interventions for below-level readers, and gaps in foundational reading comprehension skills have contributed to students not meeting grade-level expectations.

Performance Objective 2

100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals by the June 2026.

Evaluation Data Source: STAAR Assessment Results

District Benchmark Assessments

Progress Monitoring Tools (e.g., mCLASS, iStation, Imagine Math)

TELPAS (Texas English Language Proficiency Assessment System)

Student Portfolios and Academic Projects

Report Card Grades

Teacher Progress Reports

Student Academic Data

Teacher lesson plans aligned to TEKS and CCRS readiness standards

Walkthroughs and observation data showing rigor and student engagement

Participation in enrichment and intervention programs

College & Career Awareness

Student participation in career days, guest speaker events,

Student work samples from project-based learning tied to real-world applications

Drawings/writings from students about future goals

Strategy 1

Rigor and Standards-Aligned Instruction Align all lesson plans with TEKS and CCRS readiness standards. Conduct regular walkthroughs to ensure rigorous instruction and student engagement.

Strategy's Expected Result/Impact: Increased student mastery of grade-level content and higher engagement.

Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Administrators

Problem Statements: Demographics 3, 4 - Perceptions 1

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

EB students are limited English proficiency and therefore are at an academic disadvantage when compared to other student sub-populations. In addition, EB students learn two languages where their non-EB peers are receiving instruction in their native language of English.

61% of our students are Emergent Bilinguals (TEA 2024 Campus Comparison Group Data)

4

Students who are At Risk display tendencies associated with having a higher probability of academic failure, increased disciplinary issues, and disproportionately high levels of absenteeism.

87.7% of our students are identified as At-Risk (2023-2024 Texas Academic Performance Report (TAPR))

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events.

Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Performance Objective 3

By the conclusion of the 25-26 school year, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drugs, will be reduced by 15%.

Evaluation Data Source: Disciplinary Referrals, Disciplinary PEIMS Reports, Graduation Rates
School Safety Data

Counselor referral data for behavior, conflict resolution, or substance-related concerns

Student Support & Prevention

Counseling lessons logs (conflict resolution, bullying prevention, Red Ribbon Week activities)

Student participation rosters for SEL programs and guidance lessons

Documentation of parent education sessions on bullying, violence prevention, and substance awareness

Strategy 1

Implement Comprehensive Student Support and Prevention Programs Deliver regular counseling lessons on conflict resolution, bullying prevention, substance abuse awareness, and social-emotional learning (SEL). Conduct school-wide campaigns, such as Red Ribbon Week, to promote healthy choices. Engage parents through education sessions on violence prevention, bullying, and substance abuse awareness. Monitor and provide interventions for at-risk students through counselor referrals and support programs.

Strategy's Expected Result/Impact: Decrease in disciplinary incidents related to violence, bullying, or substance use by at least 15%.

Increased student awareness of healthy behaviors, conflict resolution, and the consequences of risky behaviors.

Greater parent and community engagement in prevention efforts.

Staff Responsible for Monitoring: Counselors: Deliver SEL lessons, provide interventions, and track student referrals.

Classroom Teachers: Support SEL lessons, reinforce positive behavior, and monitor student interactions.

Administrators: Review disciplinary data, oversee prevention programs, and ensure implementation fidelity.

Parent & Community Coordinators:

Problem Statements: Demographics 2 - Perceptions 1

Formative Reviews

Moderate Progress

December

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June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community.

96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events.

Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Performance Objective 4

Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

- Evaluation Data Source:** STAAR Reports for grades 3-EOC
 TELPAS results
 District benchmark assessments (all subjects, disaggregated by EB subgroup)
 Progress monitoring tools (e.g., mCLASS, iStation, MAP,)
 Classroom-based common assessments
 Intervention logs (targeted supports for EB and at-risk students)
 Progress reports and report card grades
 Walkthroughs documenting implementation of ELPS
 Parent meeting attendance (Title III, LPAC, bilingual family nights)

Strategy 1

Targeted Language Support and Instructional Enhancement for Bilingual Students Implement small-group and individualized interventions for Bilingual students using progress monitoring tools (e.g., mCLASS, iStation, MAP). Ensure lesson plans incorporate ELPS and scaffolding strategies to support language development across all content areas. Conduct regular walkthroughs to monitor implementation of ELPS and effective differentiation. Engage families through Title III meetings, LPAC participation, and bilingual family nights to support learning at home.

Strategy's Expected Result/Impact: Increased English language proficiency and academic performance among Bilingual students.
 Higher percentage of Bilingual students meeting or exceeding state assessment standards.
 Improved teacher capacity to implement ELPS and differentiated instruction effectively.
 Greater family engagement in supporting student learning.

Staff Responsible for Monitoring: Classroom Teachers: Implement ELPS strategies, differentiate instruction, and monitor student progress.
 ESL/Bilingual Specialists: Provide targeted interventions, coaching, and support for teachers and students.
 Instructional Coaches: Conduct walkthroughs and provide feedback on ELPS implementation.
 Administrators: Monitor progress data, ensure program fidelity, and support family engagement initiatives.

Problem Statements: Demographics 3 - School Processes & Programs 1, 2 - Perceptions 1

Formative Reviews

Moderate Progress

December

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3	EB students are limited English proficiency and therefore are at an academic disadvantage when compared to other student sub-populations. In addition, EB students learn two languages where their non-EB peers are receiving instruction in their native language of English.
	61% of our students are Emergent Bilinguals (TEA 2024 Campus Comparison Group Data)

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1	Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners.
	Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students.
2	Intervention time during the school day is limited and inconsistently scheduled, reducing its effectiveness in addressing student learning gaps.
	Scheduling constraints and competing priorities limit dedicated blocks for interventions, leading to insufficient time for personalized support and inconsistent delivery across grade levels.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1	Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events.
	Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Performance Objective 5

By the end of the 2025-2026 school year, SBCISD will strengthen campus and district safety measures by implementing proactive prevention strategies, emergency response protocols, and social-emotional supports to ensure safe, secure, and supportive learning environments for all students and staff.

Evaluation Data Source: Safety Drill Reports
 Incident Reports
 Staff and Student Surveys
 Safety Audit Checklists
 Discipline Data
 Crisis Response Reviews
 Professional Development Logs

Strategy 1

Enhance Campus Safety and Social-Emotional Supports Conduct regular safety drills and audits to ensure emergency protocols are understood and effective. Implement proactive prevention programs addressing bullying, conflict resolution, and mental health support. Provide professional development for staff on emergency response, crisis management, and SEL strategies. Monitor incidents and survey data to identify areas for improvement in safety measures.

Strategy's Expected Result/Impact: Increased awareness and adherence to emergency response protocols among students and staff.
 Reduction in incidents related to bullying, violence, or unsafe behaviors.
 Improved student social-emotional well-being and school climate.
 Enhanced staff preparedness for emergencies and proactive safety measures.

Staff Responsible for Monitoring: Campus Administrators: Oversee safety protocols, review incident and drill data, and ensure implementation fidelity.
 Counselors: Implement SEL supports and monitor social-emotional outcomes.
 Teachers: Reinforce preventive strategies and participate in drills and SEL programs.
 Safety & Security Personnel: Conduct audits, support emergency drills, and review incident reports.

Problem Statements: Demographics 4

Formative Reviews

Considerable Progress

December

March

May

June

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

Students who are At Risk display tendencies associated with having a higher probability of academic failure, increased disciplinary issues, and disproportionately high levels of absenteeism.

87.7% of our students are identified as At-Risk (2023-2024 Texas Academic Performance Report (TAPR))

Goal 2 SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 1

During the 2025-2026 school year, Angela G. Leal Elementary will provide high-quality professional development opportunities to 100% of instructional staff to enhance teaching skills and support student success.

Evaluation Data Source: PD attendance logs and sign-in sheets
Completion certificates from online or in-person trainings
PD feedback surveys from staff

Strategy 1

Provide targeted, ongoing professional development and coaching to all instructional staff, focusing on evidence-based teaching practices, classroom management, and differentiation to ensure consistent, high-quality instruction for all students.

Strategy's Expected Result/Impact: 100% of instructional staff will participate in scheduled professional development sessions.
Teachers will implement learned strategies effectively, as observed in classroom walkthroughs and evaluations.
Staff confidence and competence in instructional practices will increase, reflected in PD feedback surveys.
Student engagement and achievement will improve, as measured by formative assessments and progress monitoring data.

Staff Responsible for Monitoring: rincipal/Assistant Principal: Oversee overall PD participation, review implementation, and conduct classroom observations.
Instructional Coaches/Instructional Specialists: Provide coaching, track PD application, and support teachers in implementing strategies.
Teacher: Monitor peer participation, facilitate collaborative learning communities, and report on progress.

Problem Statements: Demographics 2 - School Processes & Programs 1

Formative Reviews

Moderate Progress

December

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2	Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community.
	96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1	Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners.
	Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students.

Performance Objective 2

100% of all teachers will meet state requirements for certification in area being taught. They will demonstrate compliance with elementary instructional standards and district policies through classroom observations and documentation reviews.

Evaluation Data Source: SBEC Certification Records
Walkthrough and observation notes (TTESS or district evaluation tool)
Lesson plan audits and alignment with state standards
Compliance checklists for safety, special education, and reporting requirements

Strategy 1

Provide targeted professional development and mentoring for teachers in need of support with instructional standards and compliance procedures.

Strategy's Expected Result/Impact: All lesson plans will align with state standards as verified through regular audits.
Teachers will demonstrate full compliance with district instructional and operational policies during observations.
Increased consistency in instructional practices across grade levels will support student achievement.
Documentation for safety, special education, and reporting will be completed accurately and on time.

Staff Responsible for Monitoring: Principal/Assistant Principal
Instructional Coaches/Instructional Specialists
Special Education Coordinator
Grade-Level Team Leaders

Formative Reviews

Moderate Progress

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Performance Objective 3

During the 2025-2026 school year, counselors will attend and participate in various in-district and out of district professional growth opportunities to enhance their counseling knowledge and skills, to facilitate the implementation of research-based practices for prevention, intervention, and post-vention activities with 100% of SBCISD students.

Evaluation Data Source: PD attendance logs (in-district and out-of-district)

Certificates of completion

Counseling activity or intervention logs

Surveys/feedback from students, teachers, or parents

Documentation of implemented research-based practices

Strategy 1

Provide counselors with access to in-district and out-of-district professional growth opportunities (workshops, conferences, and specialized trainings) that focus on research-based practices for prevention, intervention, and post-vention activities, ensuring immediate application to student services.

Strategy's Expected Result/Impact: 100% of counselors will attend and complete professional growth opportunities during the school year.

Counselors will demonstrate increased knowledge and application of research-based counseling strategies, as documented in counseling activity logs.

Students will receive improved prevention, intervention, and post-vention services, as reflected in student, teacher, and parent feedback surveys.

Documentation of counseling services will show consistent implementation of new practices learned through PD.

Staff Responsible for Monitoring: Campus Principal/Assistant Principal
Counselors

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

Formative Reviews

Moderate Progress

December

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English.	The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged.
2 Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community.	96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Intervention time during the school day is limited and inconsistently scheduled, reducing its effectiveness in addressing student learning gaps.	Scheduling constraints and competing priorities limit dedicated blocks for interventions, leading to insufficient time for personalized support and inconsistent delivery across grade levels.

Performance Objective 4

All staff will contribute to a positive, supportive, and inclusive school environment through collaboration, mentoring, and participation in school-wide initiatives.

Evaluation Data Source: Participation logs in Professional Learning Communities (PLCs), mentoring, or team meetings
Surveys on school climate and staff satisfaction
Documentation of involvement in PBIS, literacy initiatives, or school events

Performance Objective 5

Reduce staff turnover by at least 10% by providing elementary-specific professional support, coaching, and recognition opportunities.

Evaluation Data Source: HR retention and exit interview reports
Staff engagement surveys
Records of recognition programs, awards, and support initiatives

Strategy 1

Establish staff recognition initiatives (monthly awards, appreciation events, public acknowledgments) to promote morale and retention.

Strategy's Expected Result/Impact: Staff turnover will decrease by at least 10% compared to the previous school year. Recognition programs will demonstrate consistent implementation, with all staff participating in at least one recognition or support activity.

Staff Responsible for Monitoring: Campus Principal/Assistant Principal
Teacher Leaders/Grade-Level Team Leaders

Problem Statements: School Processes & Programs 1

Formative Reviews

Considerable Progress

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June

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners.

Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students.

Goal 3 SBCISD/Angela G. Leal Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 1

By June 2026, 90% of all district/Angela G. Leal's students' parents/guardians/families will participate in at least one school-sponsored academic activity.

Evaluation Data Source: Review district and campus documentation to include: invitations, sign in sheets, agendas, and meeting notes.

Review the parent policies and compacts both at the district and campus level.

Review methods used to distribute the compliance information.

Review assessment and achievement data.

Strategy 1

Expand Access & Communication: Offer school-sponsored academic activities at flexible times (morning, evening, virtual, and in-person) and promote them through multiple communication channels (flyers, phone calls, text messages, website, social media, ClassDojo, Remind) to maximize family awareness and accessibility.

Strategy's Expected Result/Impact: By June 2026, at least 90% of families will have participated in one or more school-sponsored academic activities. Student achievement data will reflect the positive impact of increased family engagement.

Staff Responsible for Monitoring: Campus Principal/Assistant Principal
Parent & Family Engagement Coordinator
Counselors
Grade-Level Team Leaders

Problem Statements: Demographics 1, 5 - Perceptions 1

Formative Reviews

Considerable Progress

December

March

May

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English.</p>	<p>The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged.</p>
<p>5 Students who travel with their parents due to a need for employment opportunities generally lack educational stability, due to high mobility factors.</p>	<p>3.7% of our students are Migrant Students (2023-2024 Texas Academic Performance Report (TAPR))</p>

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events.</p>	<p>Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.</p>

Performance Objective 2

Throughout the 2025-2026 school year, Angela G. Leal Elementary will improve internal and external communication by implementing a monthly newsletter and regular social media updates, achieving a minimum 80% awareness rate among families and community members as measured by surveys.

Evaluation Data Source: Social media engagement metrics (likes, shares, comments, reach)
 Family and community surveys measuring awareness of communications
 Website traffic and page visit statistics
 Feedback from staff on communication effectiveness

Strategy 1

Implement a coordinated communication plan that includes a monthly school newsletter, weekly social media updates, and use of multiple platforms (email, school website, Remind, ClassDojo) to share important dates, student achievements, campus initiatives, and resources, while collecting regular feedback from families and staff to ensure messages are accessible, timely, and effective.

Strategy's Expected Result/Impact: By the end of 2025-2026, at least 80% of families and community members will report awareness of school communications. Social media engagement (likes, shares, comments, reach) and website traffic will show consistent growth.

Staff Responsible for Monitoring: Campus Principal/Assistant Principal
 Parent & Family Engagement Coordinator
 Campus Secretary(newsletter distribution and postings)
 Community Liaison
 Grade-Level Team Leaders (to share and reinforce communication with families)

Problem Statements: Perceptions 1

Formative Reviews

Considerable Progress

December

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June

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events.

Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Performance Objective 3

During the 2025-2026 school year, Angela G. Leal Elementary will train 100% of staff on effective communication and community engagement strategies through at least two professional development sessions, enhancing their ability to build positive relationships with families and community members.

Evaluation Data Source: PD attendance logs

Certificates of completion

Reflections or application logs showing strategies implemented in classrooms or school-wide initiatives

Strategy 1

Provide at least two professional development sessions during the school year focused on effective communication and community engagement strategies.Include opportunities for staff to reflect on, practice, and apply these strategies in classrooms and school-wide initiatives.Encourage collaborative discussions and sharing of best practices among staff to reinforce skills learned.

Strategy's Expected Result/Impact: 100% of staff will attend and complete the designated professional development sessions.Staff will demonstrate improved communication and engagement strategies, as evidenced in application logs and reflections.Increased family and community satisfaction and participation in school initiatives due to stronger staff engagement.

Staff Responsible for Monitoring: Campus Principal/Assistant Principal

Parent & Family Engagement Coordinator

Teacher Leaders/Grade-Level Team Leaders

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English.

The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged.

2

Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community.

96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events.

Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

Goal 4

SBCISD/Angela G. Leal Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1

Ensure 100% of campus staff are informed about budget allocations and resource distribution through regular updates and training sessions.

Evaluation Data Source: Staff meeting agendas and minutes
Budget update communications or emails
Attendance records for finance-related training sessions

Strategy 1

Provide regular updates on budget allocations and resource distribution during staff meetings, email communications, and dedicated finance-related training sessions. Include opportunities for staff to ask questions, provide feedback, and understand how budget decisions impact instruction and campus operations. Share clear, accessible documentation and summaries of budget and resource information to ensure transparency and understanding.

Strategy's Expected Result/Impact: 100% of campus staff will be informed about budget allocations and resource distribution through participation in updates and training sessions. Staff will demonstrate understanding of budget and resource processes, as evidenced by meeting discussions, feedback, and engagement during training. Improved transparency and alignment of resources to instructional and operational priorities will be observed campus-wide.

Staff Responsible for Monitoring: Campus Principal/Assistant Principal
Campus Secretary/Administrative Assistant (documentation and communication)

Formative Reviews

Moderate Progress

December

March

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June

Performance Objective 2

Maintain accurate and up-to-date records of all financial transactions to support operational sustainability and compliance.

Evaluation Data Source: Financial ledgers and accounting reports
Reconciliation reports
Compliance reviews by district or auditors

Strategy 1

Maintain detailed and up-to-date financial ledgers, accounting reports, and reconciliation records for all campus transactions. Conduct regular internal reviews and reconciliations to ensure accuracy and compliance with district policies and state regulations. Provide training and support to staff responsible for financial documentation to reinforce proper procedures and compliance requirements.

Strategy's Expected Result/Impact: Operational sustainability will be supported through transparent and reliable financial documentation.

Staff Responsible for Monitoring: Campus Principal/Assistant Principal
Campus Secretary/Administrative Assistant (financial record maintenance)

Formative Reviews

Moderate Progress

December

March

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June

Performance Objective 3

Increase staff understanding and engagement in resource planning and sustainability initiatives by providing training and clear documentation on best practices.

Evaluation Data Source: Training attendance and completion records
Evidence of staff participation in resource planning meetings

Strategy 1

Provide targeted training sessions for all staff on resource planning and sustainability best practices. Distribute clear, accessible documentation outlining procedures, expectations, and guidelines for resource use and sustainability initiatives. Encourage staff participation in resource planning meetings to apply training, share ideas, and actively contribute to sustainability efforts.

Strategy's Expected Result/Impact: 100% of staff will participate in training sessions and resource planning meetings. Staff will demonstrate improved understanding and application of resource planning and sustainability practices, as evidenced by meeting participation and documentation. Staff feedback will indicate increased confidence and engagement in resource planning activities.

Staff Responsible for Monitoring: Campus Principal/Assistant Principal
Department/Grade-Level Team Leaders
Administrative Assistant (documentation and training records)

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 4

Maintain accurate and up-to-date records of all financial transactions to support operational sustainability and compliance.

Evaluation Data Source: Financial ledgers and accounting reports
Reconciliation reports
Compliance reviews by district or auditors

Strategy 1

Maintain detailed, accurate, and up-to-date financial ledgers and accounting reports for all campus transactions. Conduct regular reconciliations and internal reviews to ensure accuracy and compliance with district policies and state regulations. Provide training and ongoing support to staff responsible for financial documentation to reinforce proper procedures and adherence to compliance requirements.

Strategy's Expected Result/Impact: All financial transactions will be accurately recorded and reconciled in a timely manner. Internal and external compliance audits will show no significant discrepancies or errors. Staff responsible for financial recordkeeping will demonstrate understanding and adherence to district and state financial policies. Operational sustainability will be supported through transparent and reliable financial documentation.

Staff Responsible for Monitoring: Campus Principal/Assistant Principal
Campus Secretary/Administrative Assistant (financial record maintenance)

Formative Reviews

Moderate Progress

December

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State Compensatory Education

State Compensatory

Personnel for Angela G. Leal Elementary School

Name	Position	FTE
Alviar, Candice	3rd Grade Teacher	0
De La Fuente, Sarah	2nd Grade Teacher	0
Diaz-Gomez, Krishna	Kinder Teacher	0
Garcia, Elizabeth	1st Grade Teacher	0
Garcia, Jessica	4th Grade Teacher	0
Garrido, Miguel	5th Grade Teacher	0
Gonzales, Abigail	3rd Grade Teacher	0
Gonzales, Jiovanah	Fine Arts Teacher	0
Gonzales, Sandra	2nd Grade Teacher	0
Hernandez, Jessica	Pre-Kinder Teacher	0
Jacquez, Diane	Campus Principal	0
Macias, Elaine	Librarian	0
Mendez, Gloria	1st Grade Teacher	0
Mendieta, Flor	4th Grade Teacher	0
Mendoza, Erika	4th Grade Teacher	0
Monsevalles, Rolando S.	Assistant Principal	0
Morin, Amanda	Counselor	0
Nino, Dulce	5th Grade Teacher	0
Nunez, Jeffrey	Physical Education Teacher	0
Ochoa, Lupita	4th Grade Teacher	0
Pulido, Monica	2nd Grade Teacher	0
Resendez, Laura	Kinder Teacher	0
Rivera, Graciela	Pre - Kinder Teacher	0
Rodriguez, Mayra	Kinder Teacher	0
Sanchez, Enedina	Response to Intervention Teacher	0
Sosa, Irene	Special Education	0

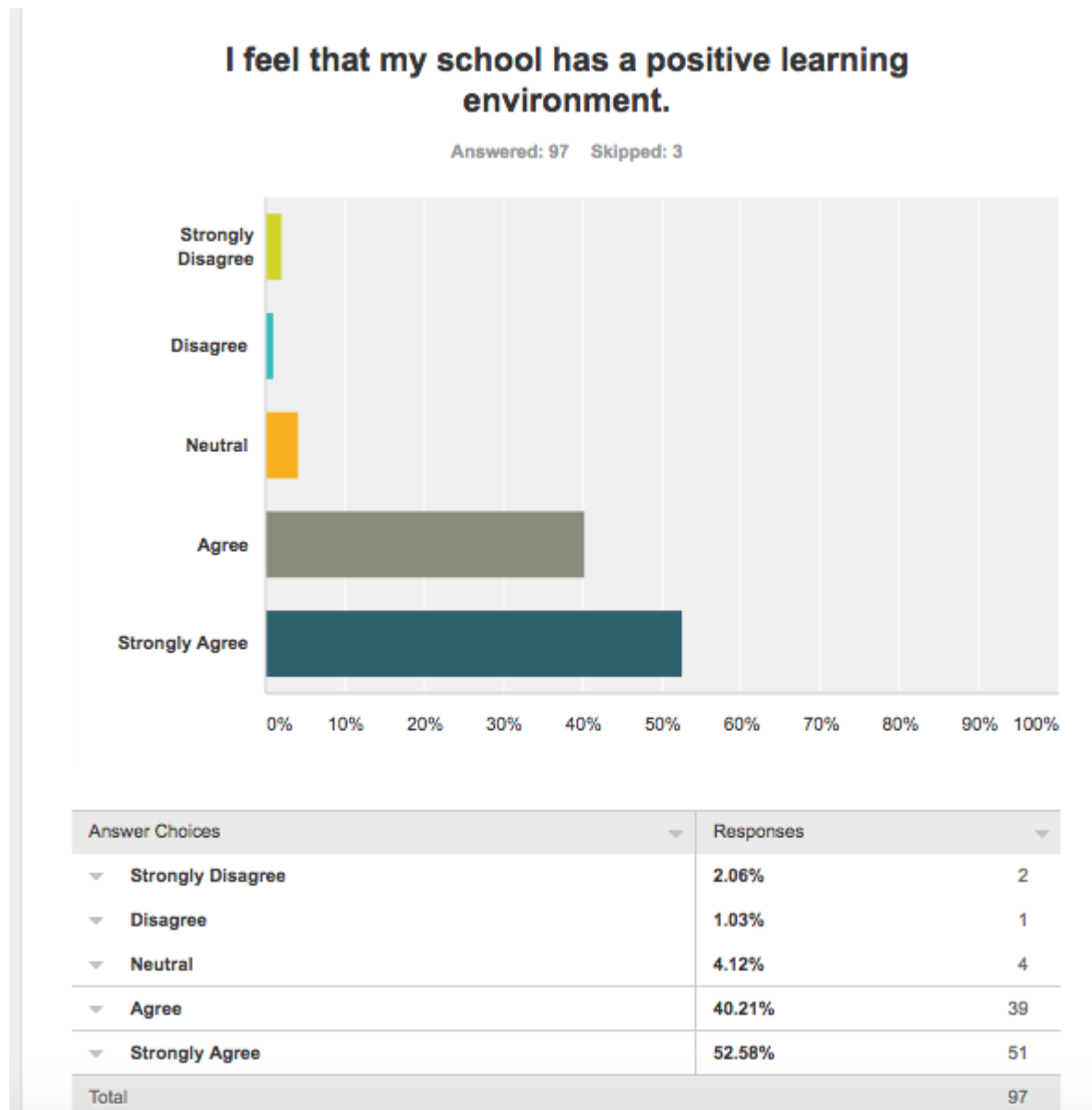
Taylor, Laura	Pre-Kinder Teacher	0
Ybarra, Mariza	3rd Grade Teacher	0



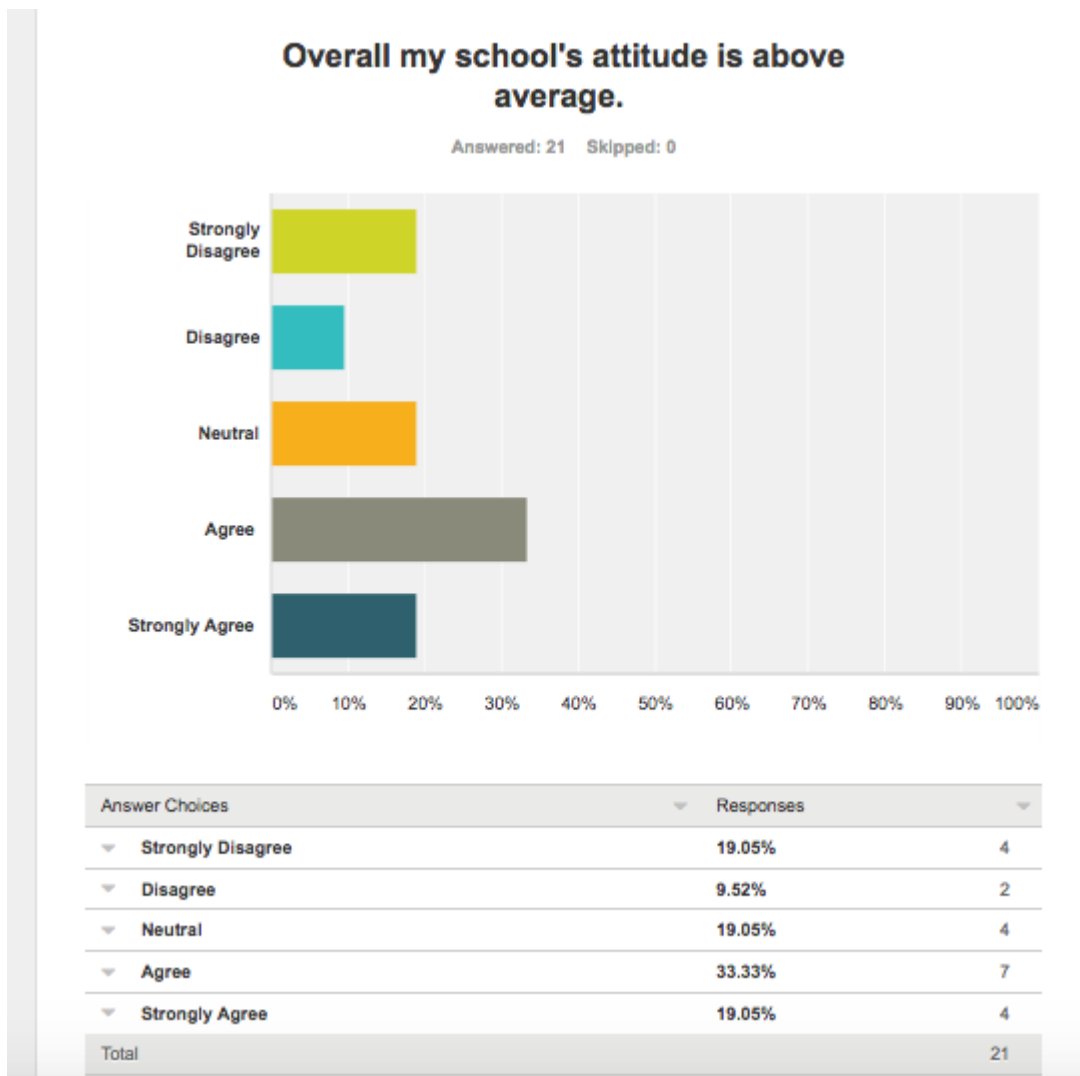
Addendums

Appendix A

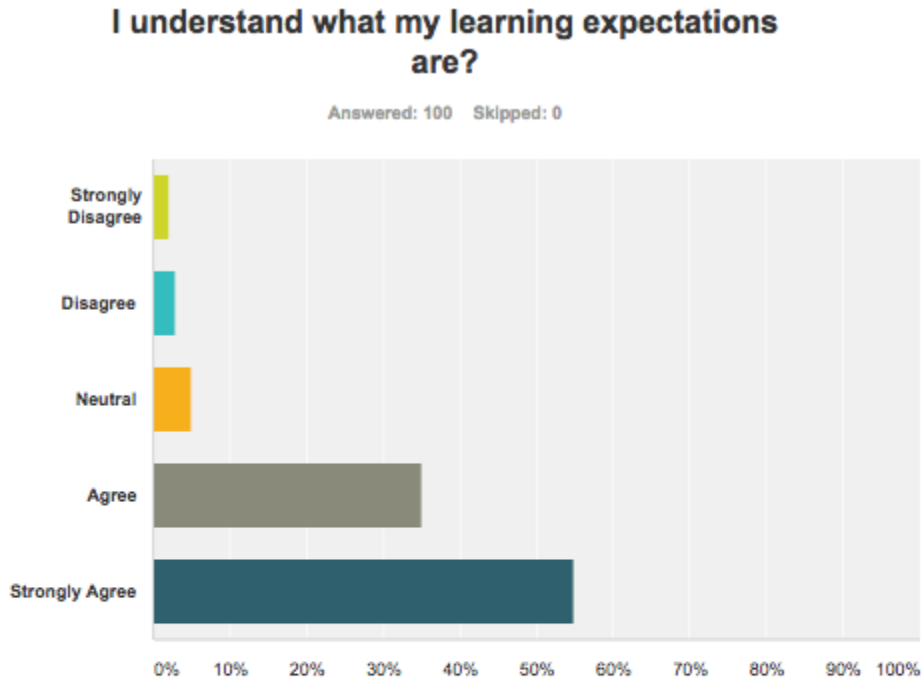
(Fig. 1) Student Analysis: School Climate Data Sample



(Fig. 2) Teacher Analysis: School Climate/Attitude Data Sample

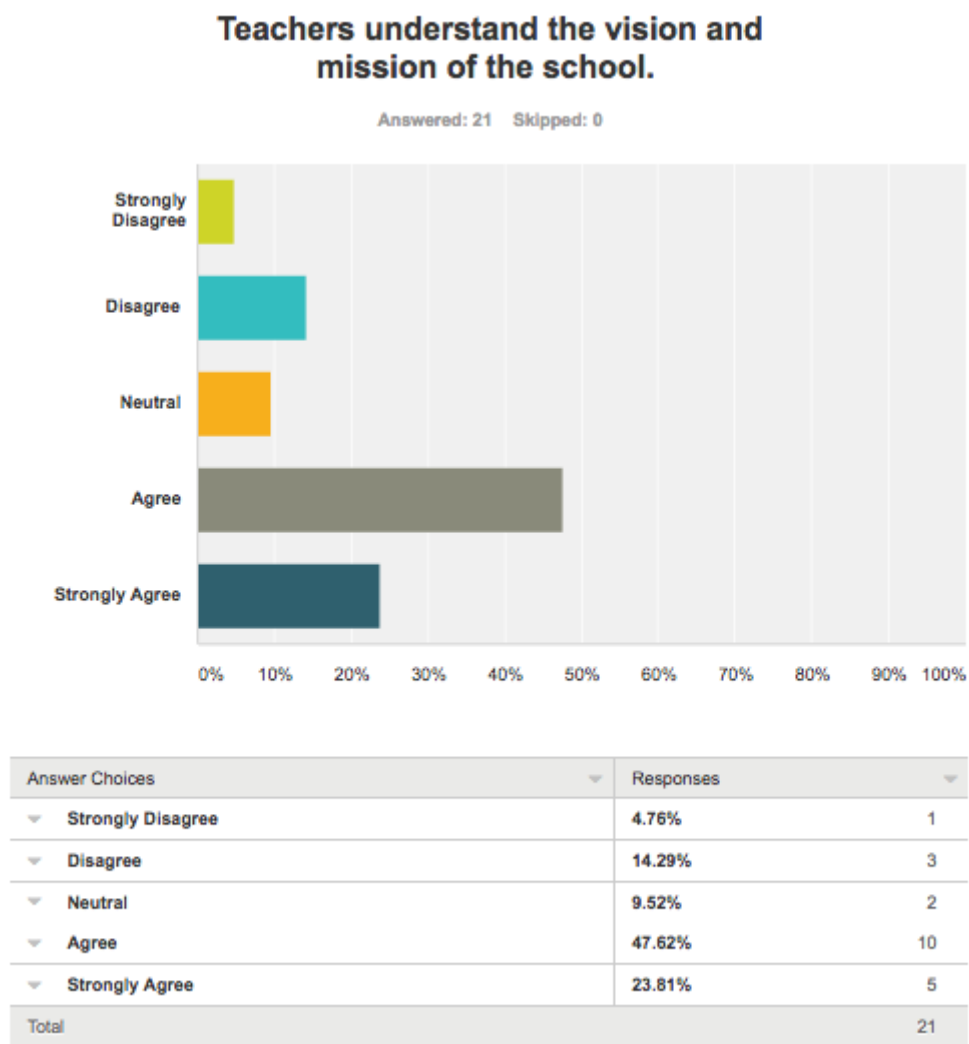


(Fig. 3) Student Analysis: School Vision and Mission Data Sample

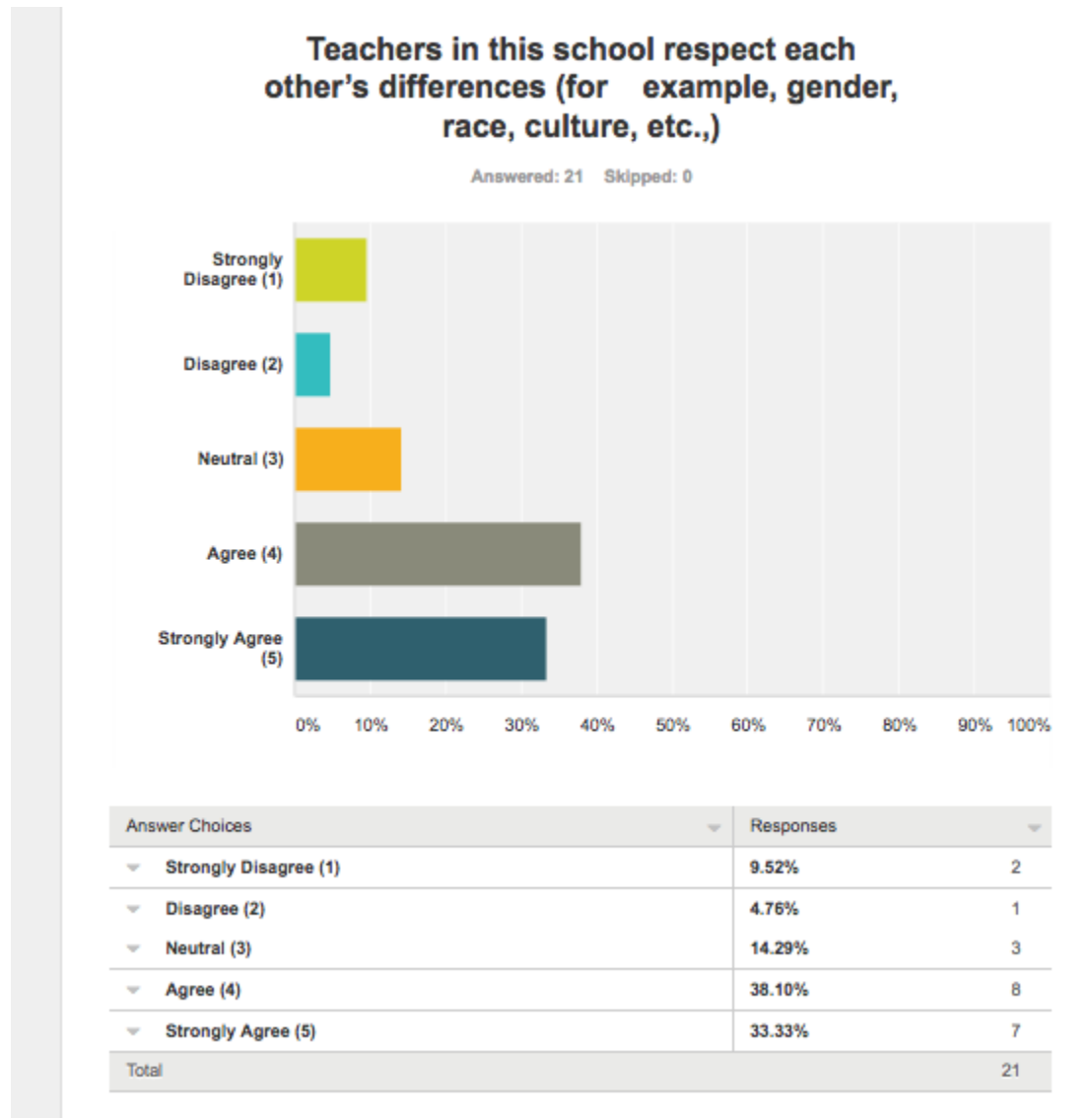


Answer Choices	Responses
Strongly Disagree	2.00% 2
Disagree	3.00% 3
Neutral	5.00% 5
Agree	35.00% 35
Strongly Agree	55.00% 55
Total	100

(Fig. 4) Staff Analysis: School Vision and Mission Data Sample



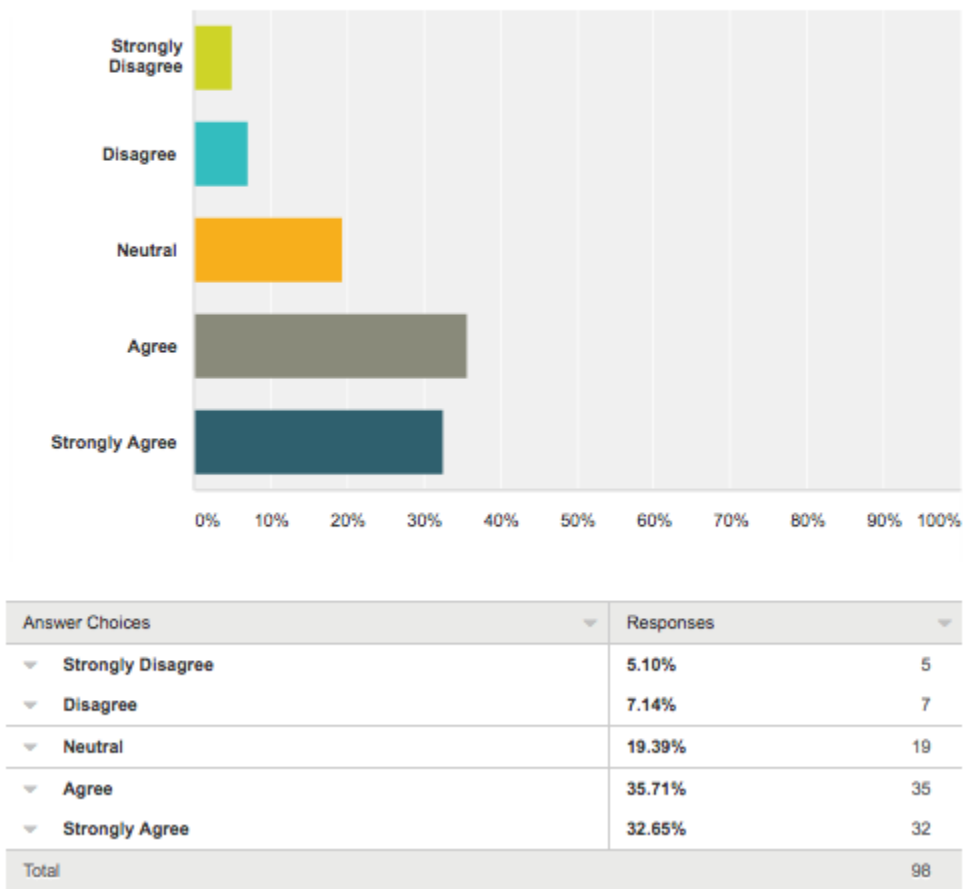
(Fig. 5) Staff Analysis: School Attitudes/Relationships Data Samples



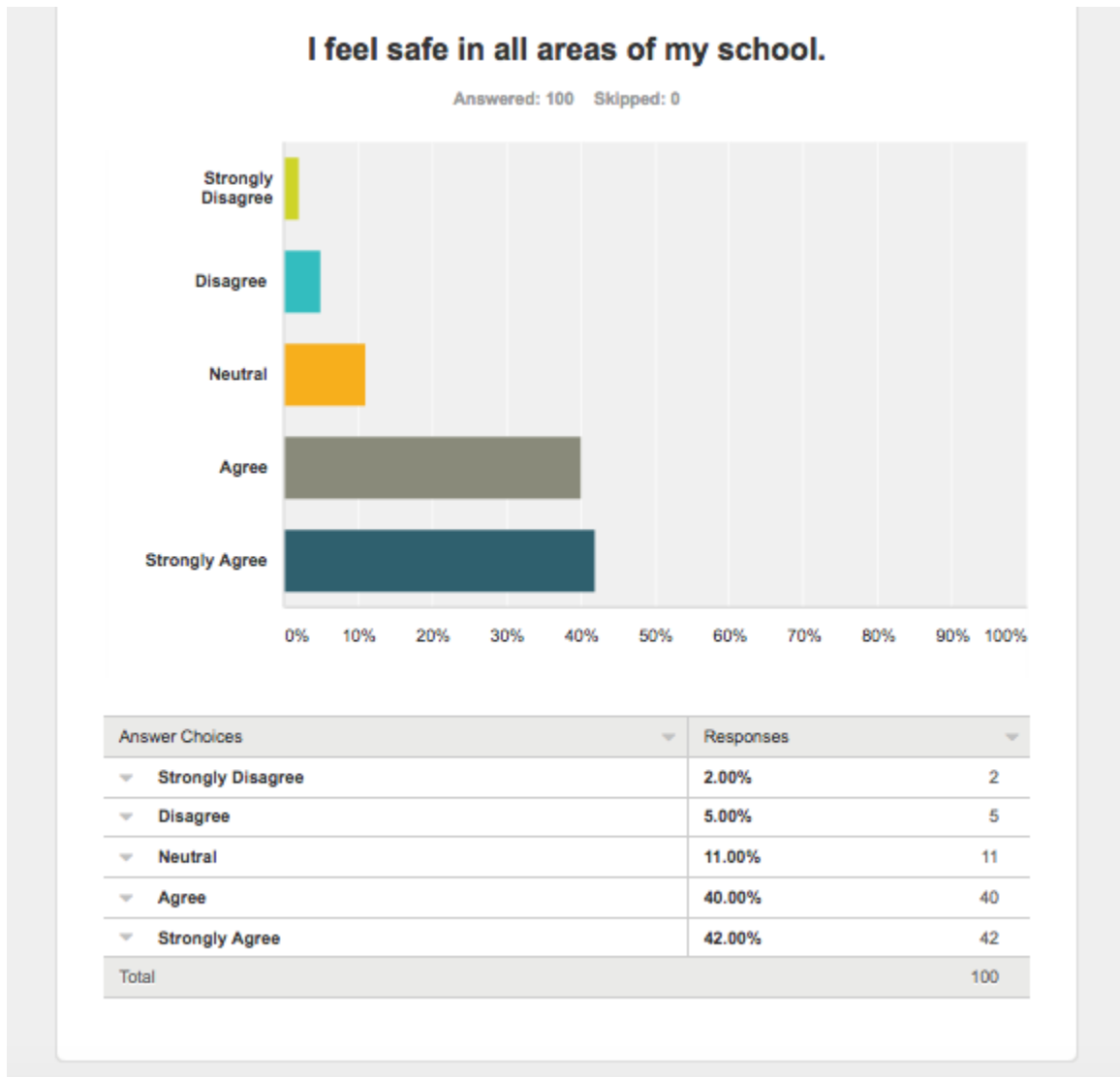
(Fig. 6) Student Analysis: School Attitudes/Relationships Data Samples

Students in my school respect each other's differences (for example, gender, race, culture, etc.).

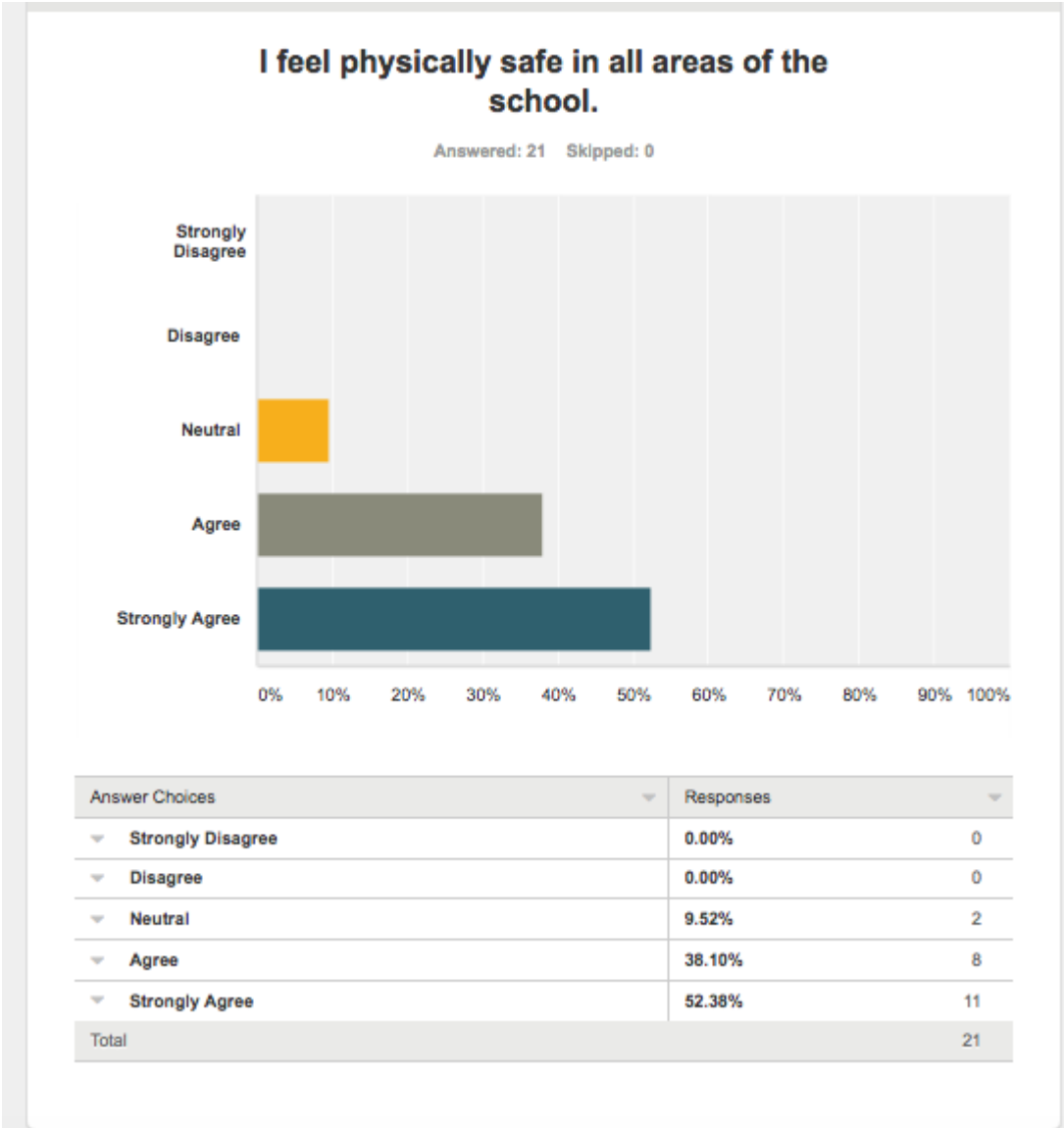
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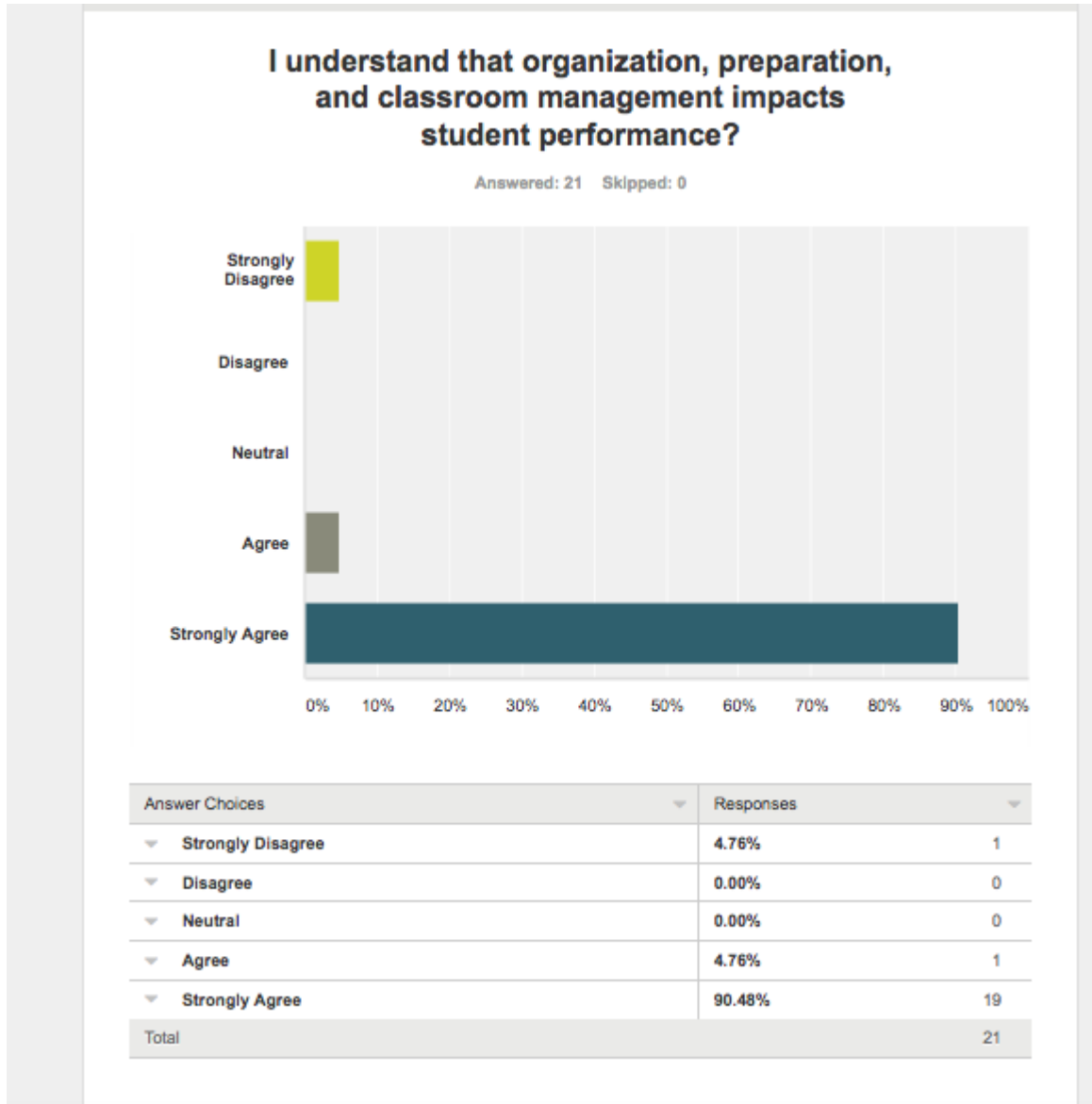
(Fig. 7) Student Analysis: School Safety Data Sample



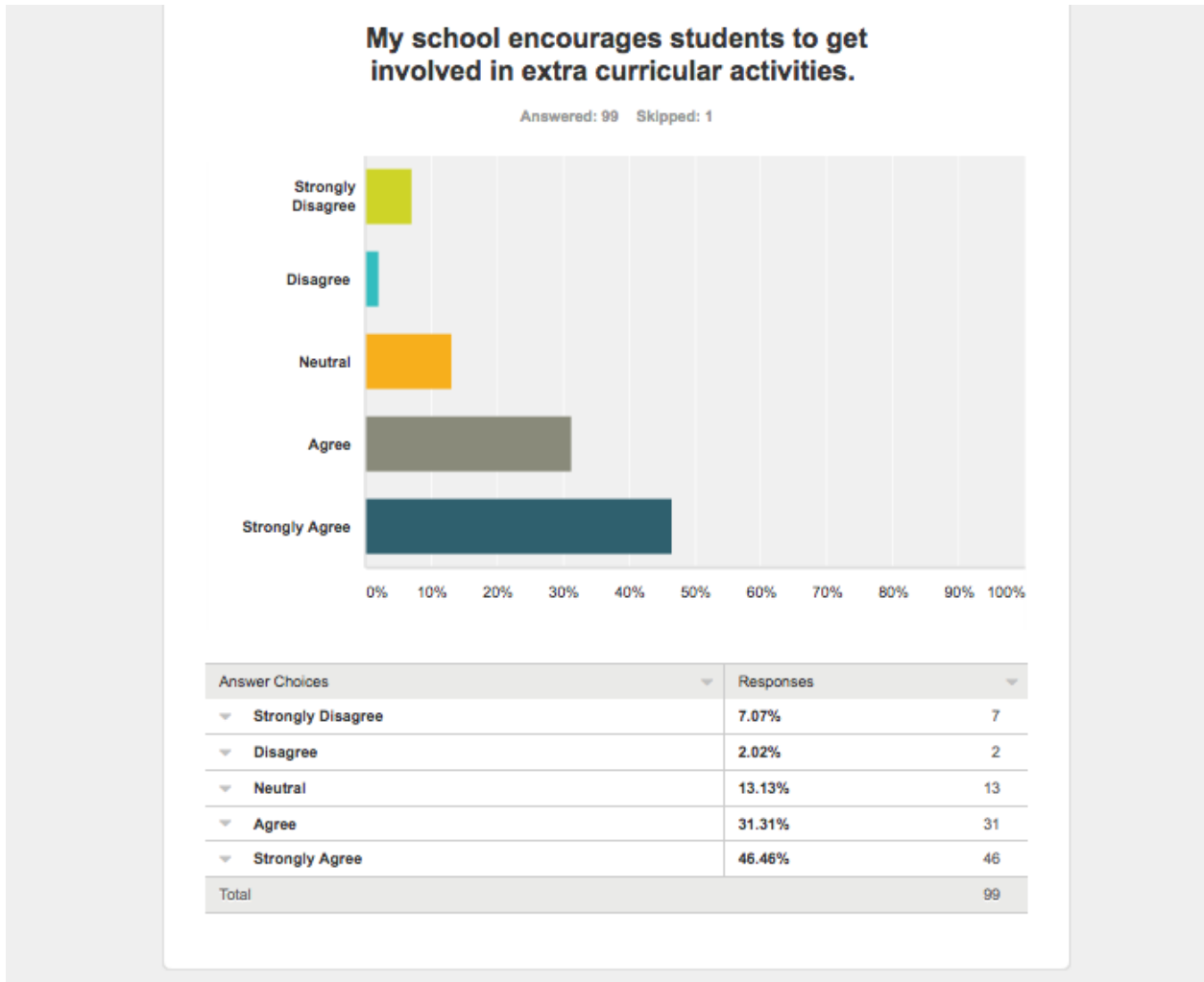
(Fig. 8) Teacher/Staff Analysis: School Safety Data Sample



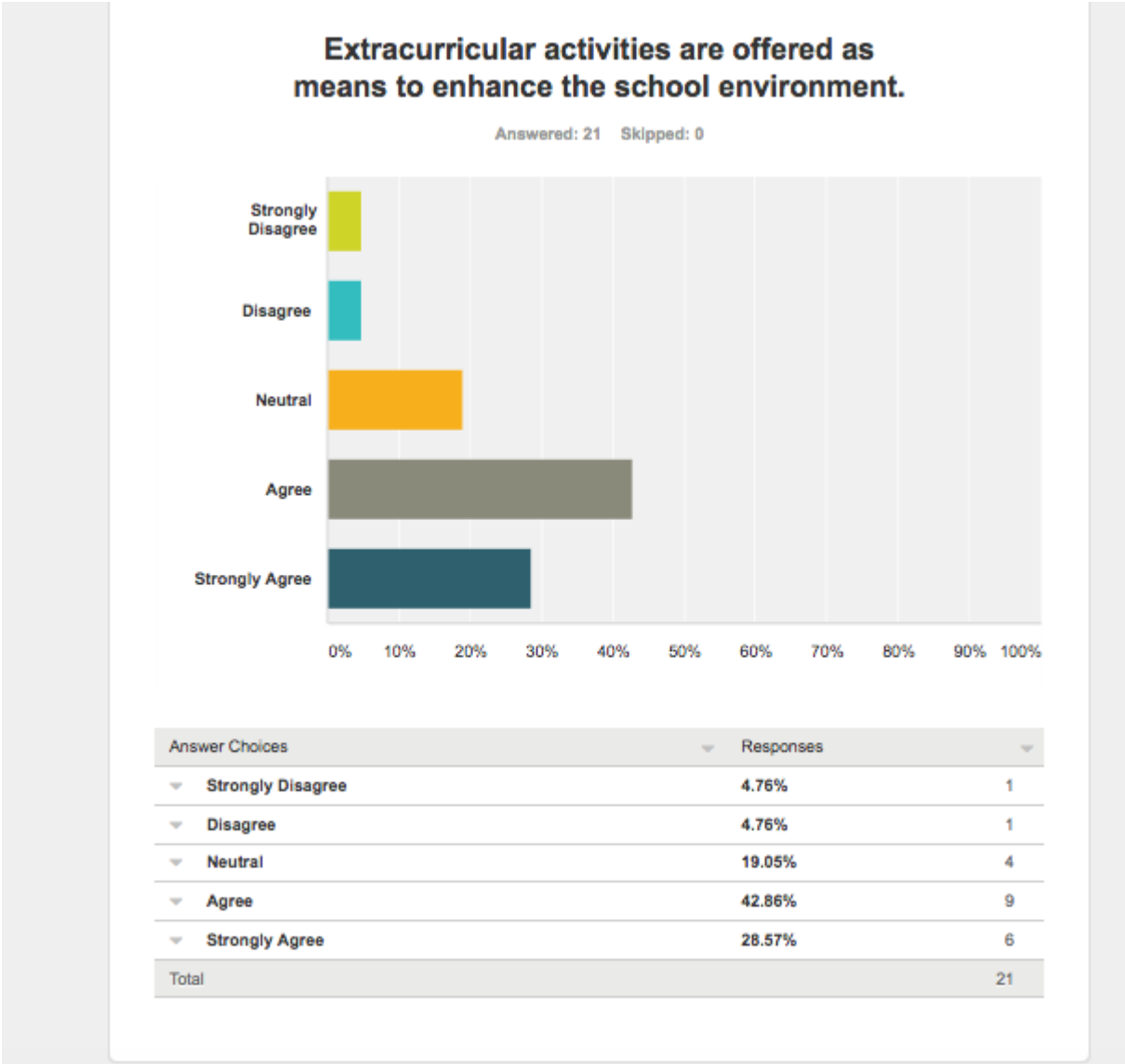
(Fig. 9) Teacher Analysis: Classroom Management and Organization Data Sample



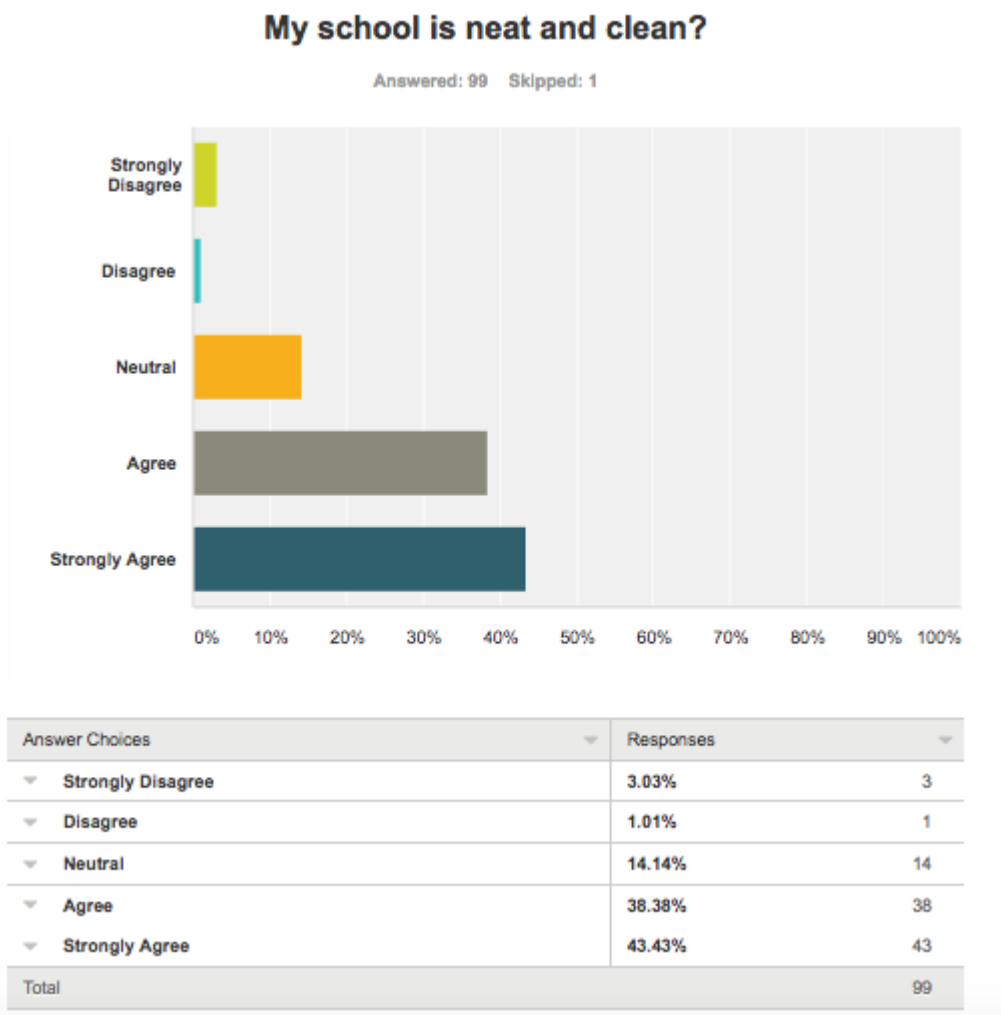
(Fig. 10) Student Analysis: Student Extracurricular Activities Data Sample



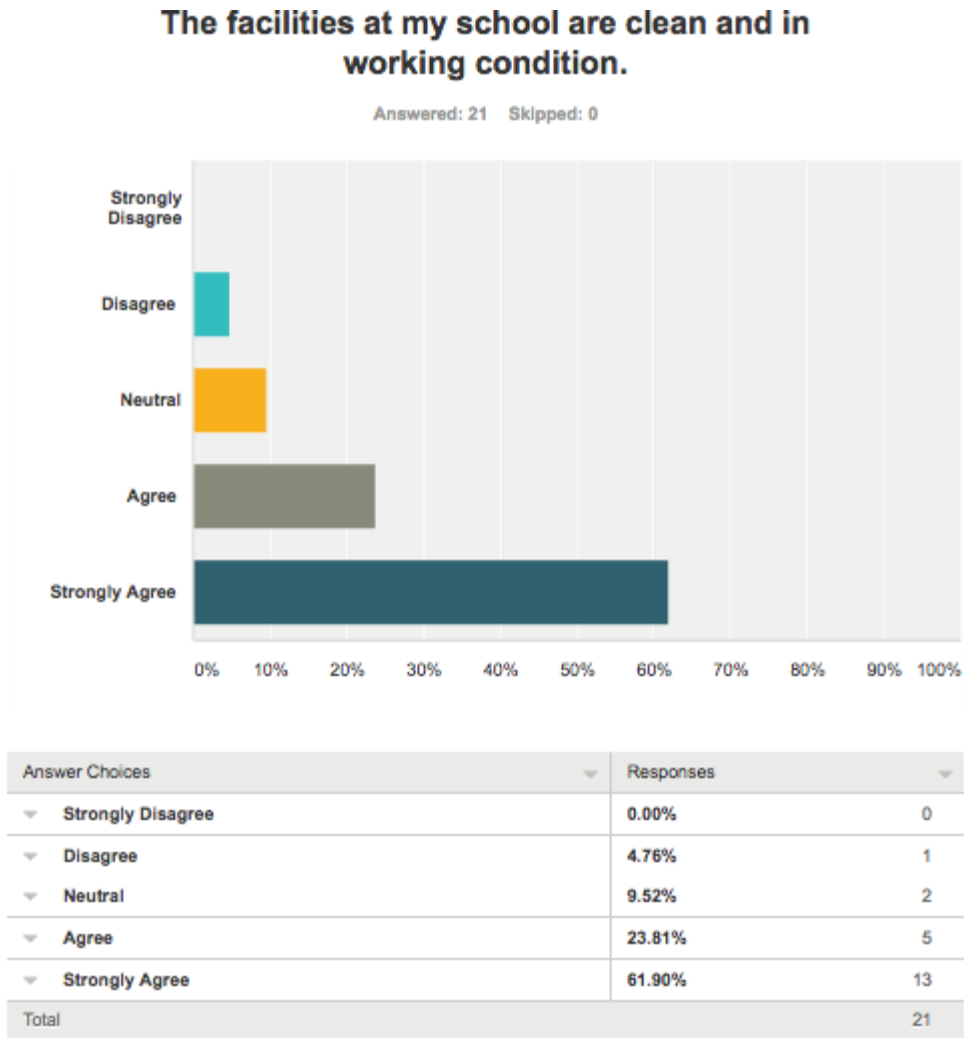
(Fig. 11) Teacher Analysis: Teacher Extracurricular Activities Data Sample



(Fig. 12) Student Analysis: Student Perception of Facilities and Physical Environments Data Sample



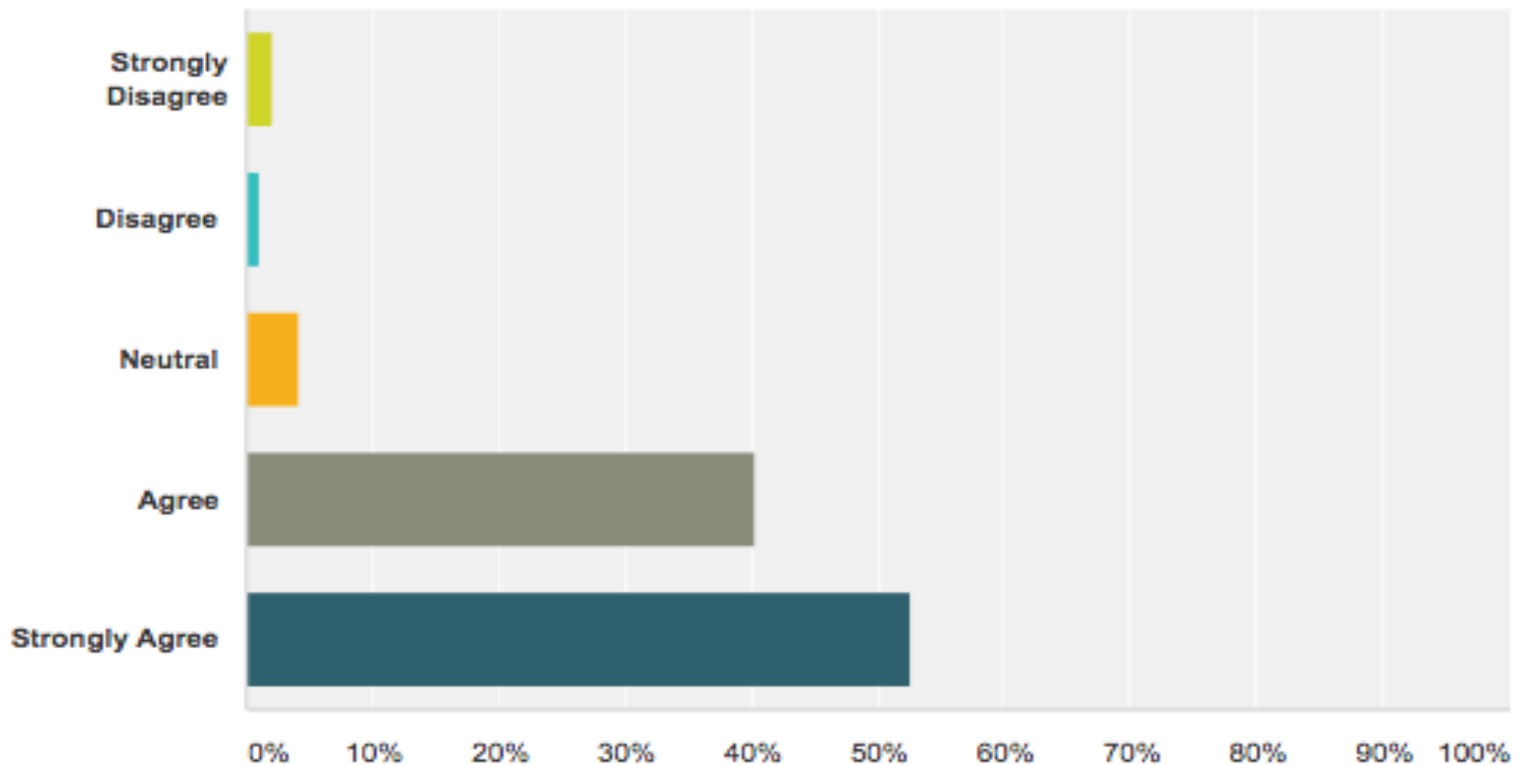
(Fig. 13) Teacher Analysis: Teacher Perception of Facilities and Physical Environments Data Sample



(Fig. 1) Student Analysis: School Climate Data Sample

I feel that my school has a positive learning environment.

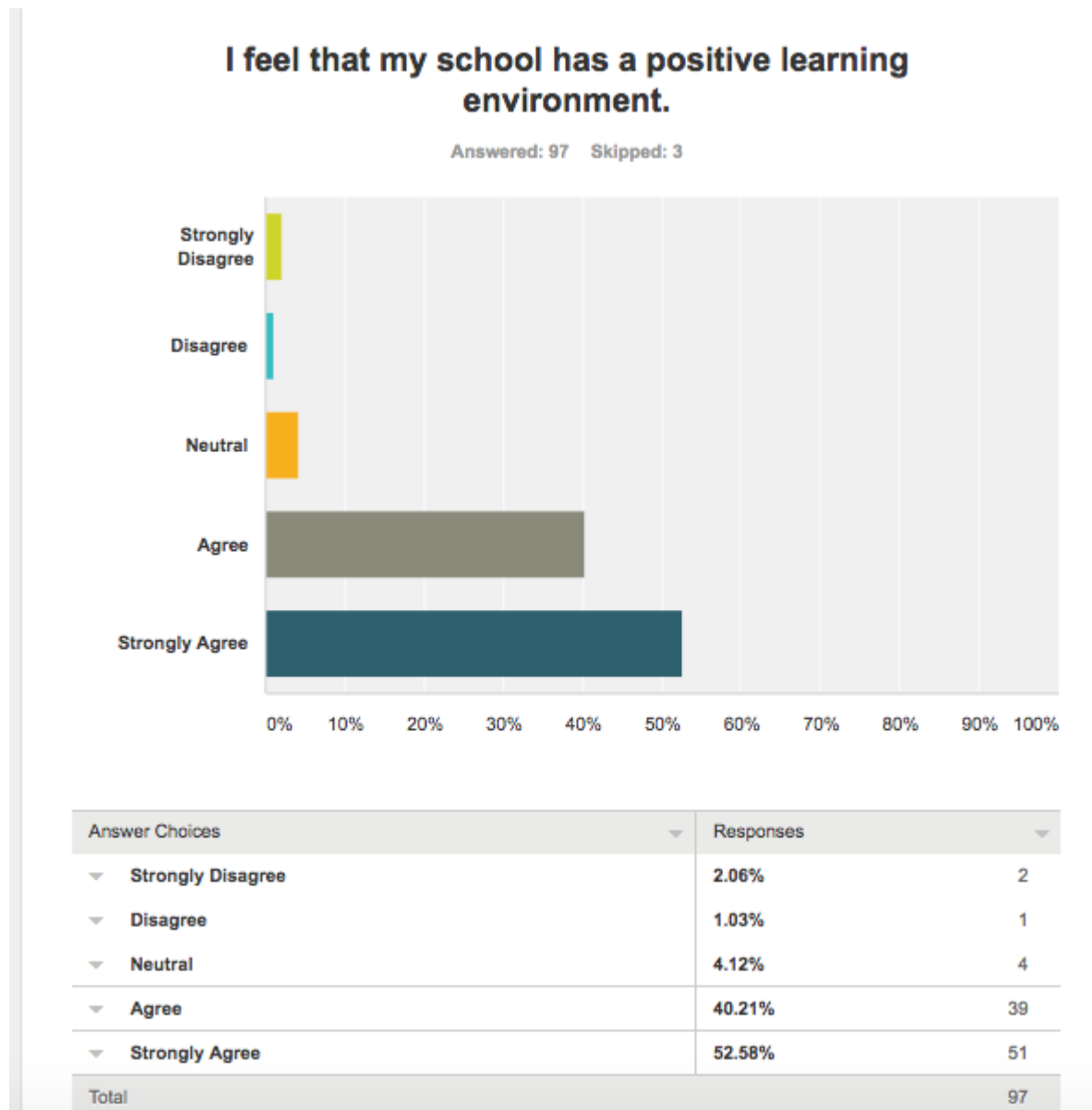
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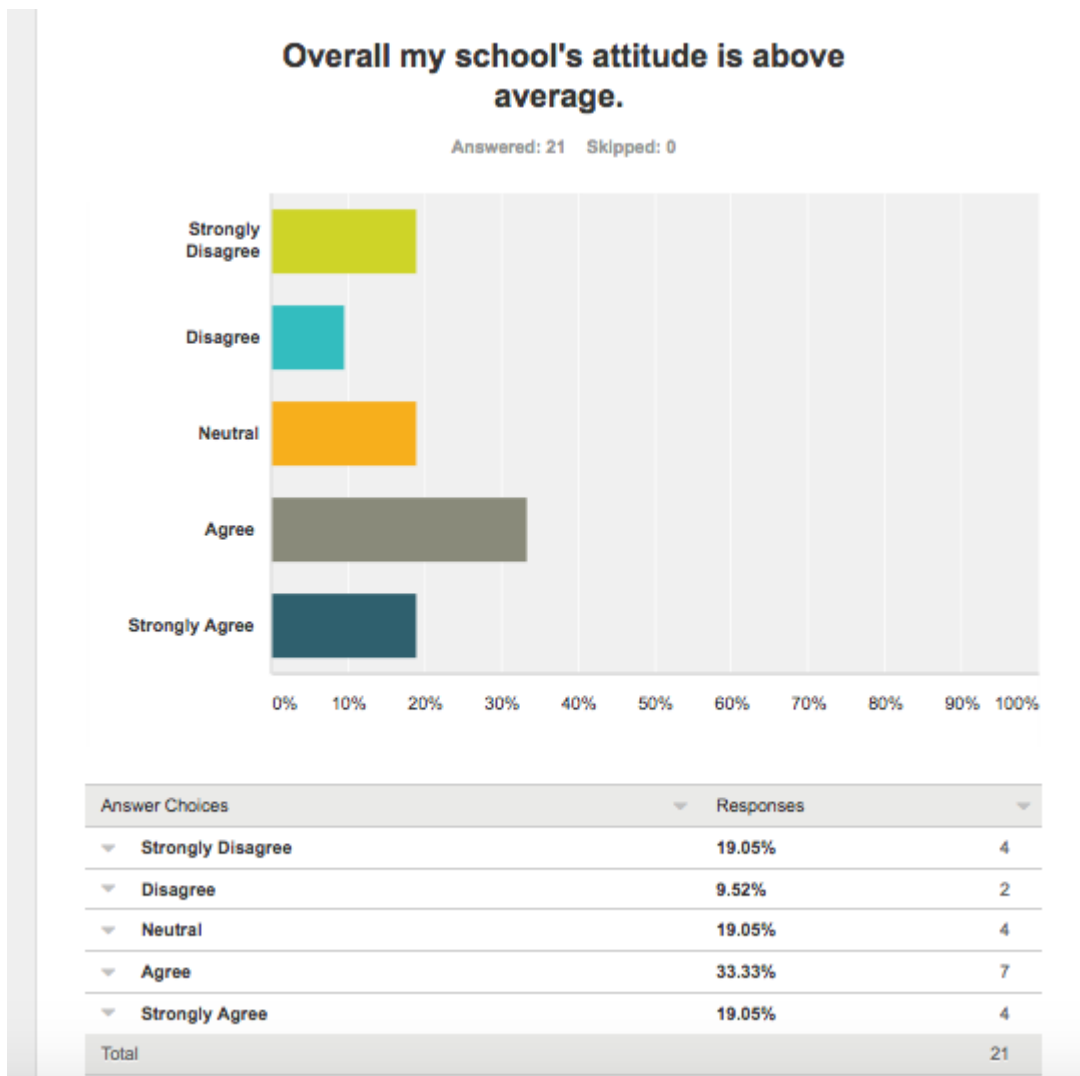
Answer Choices	Responses
Strongly Disagree	2.06% 2
Disagree	1.03% 1
Neutral	4.06% 4
Agree	40.21% 40
Strongly Agree	52.64% 53

Appendix A

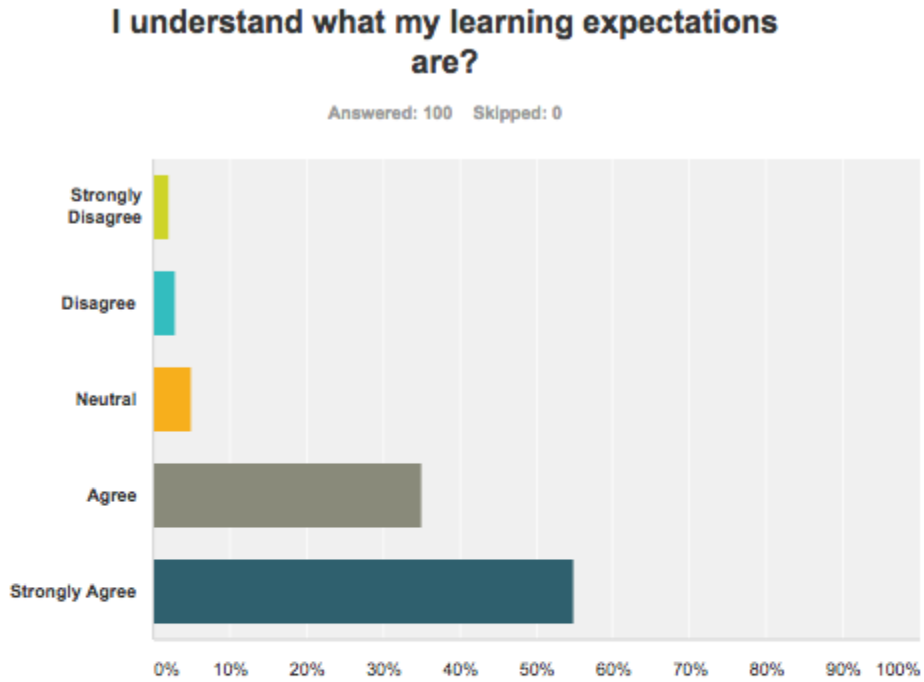
(Fig. 1) Student Analysis: School Climate Data Sample



(Fig. 2) Teacher Analysis: School Climate/Attitude Data Sample

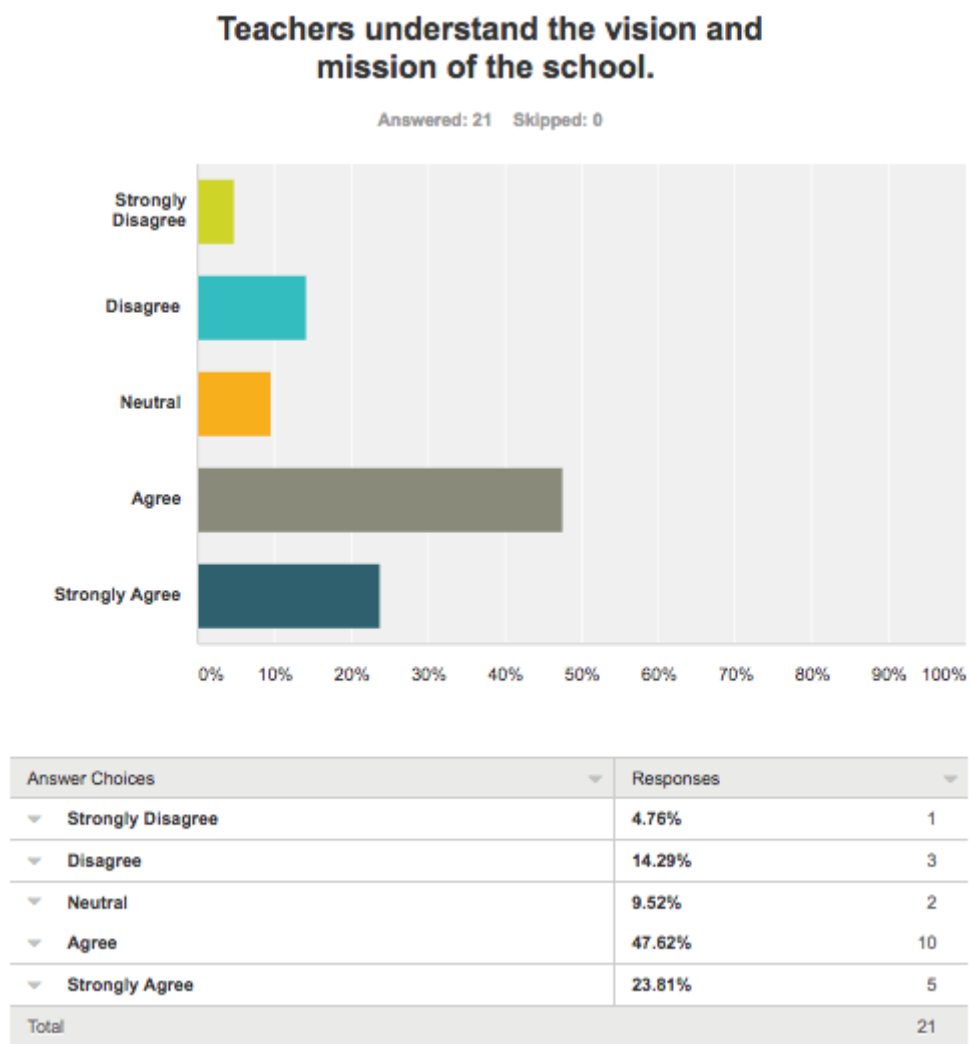


(Fig. 3) Student Analysis: School Vision and Mission Data Sample

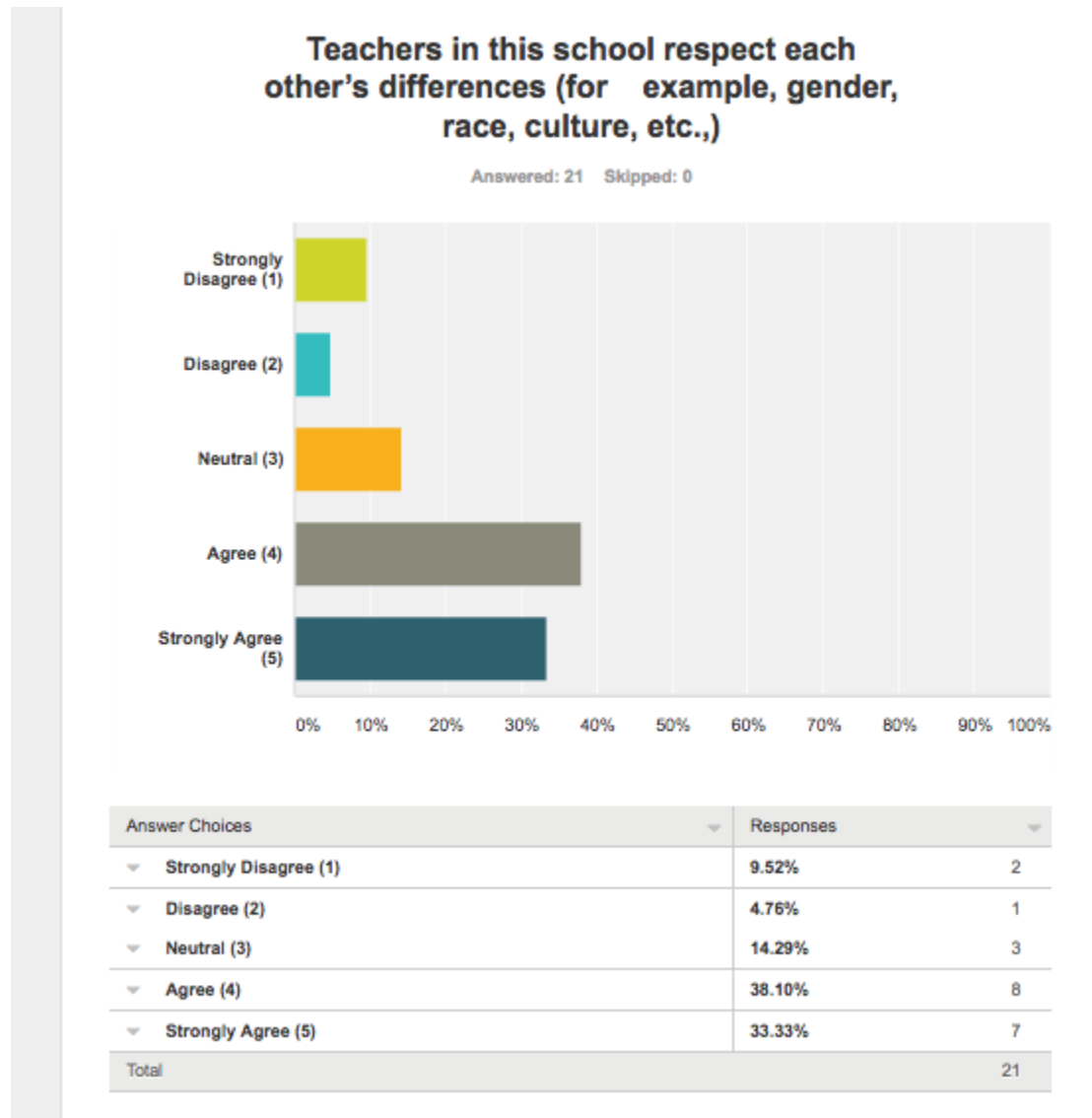


Answer Choices	Responses
Strongly Disagree	2.00% 2
Disagree	3.00% 3
Neutral	5.00% 5
Agree	35.00% 35
Strongly Agree	55.00% 55
Total	100

(Fig. 4) Staff Analysis: School Vision and Mission Data Sample



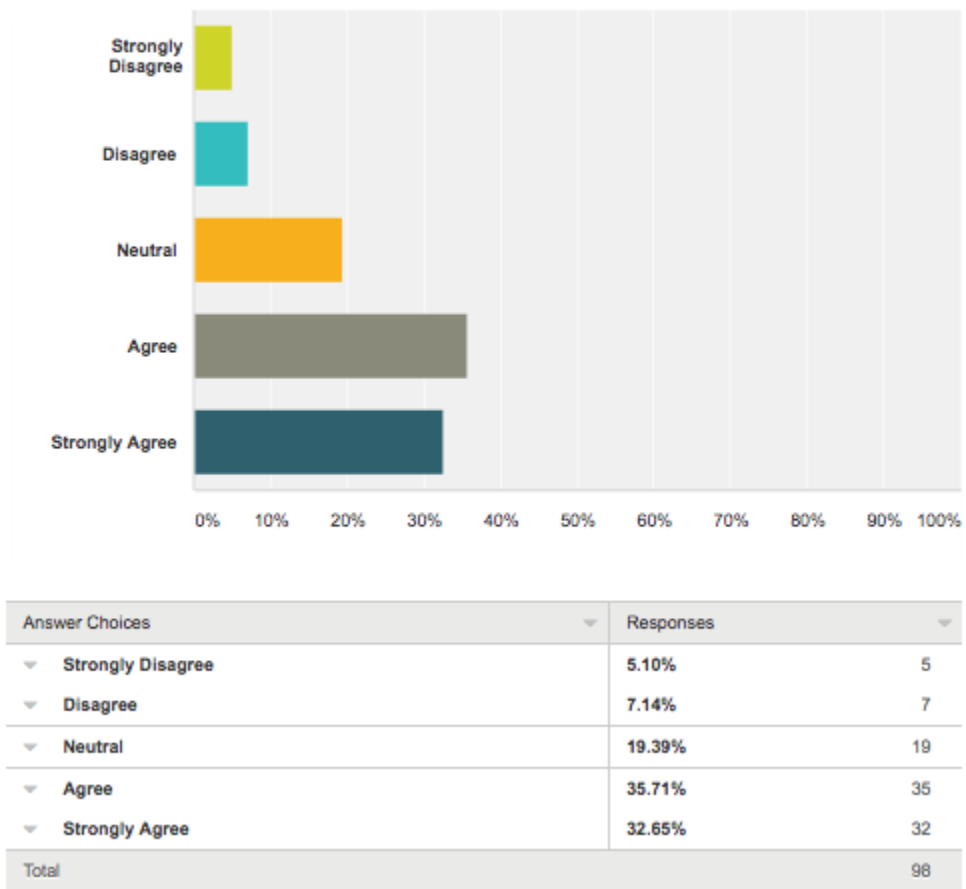
(Fig. 5) Staff Analysis: School Attitudes/Relationships Data Samples



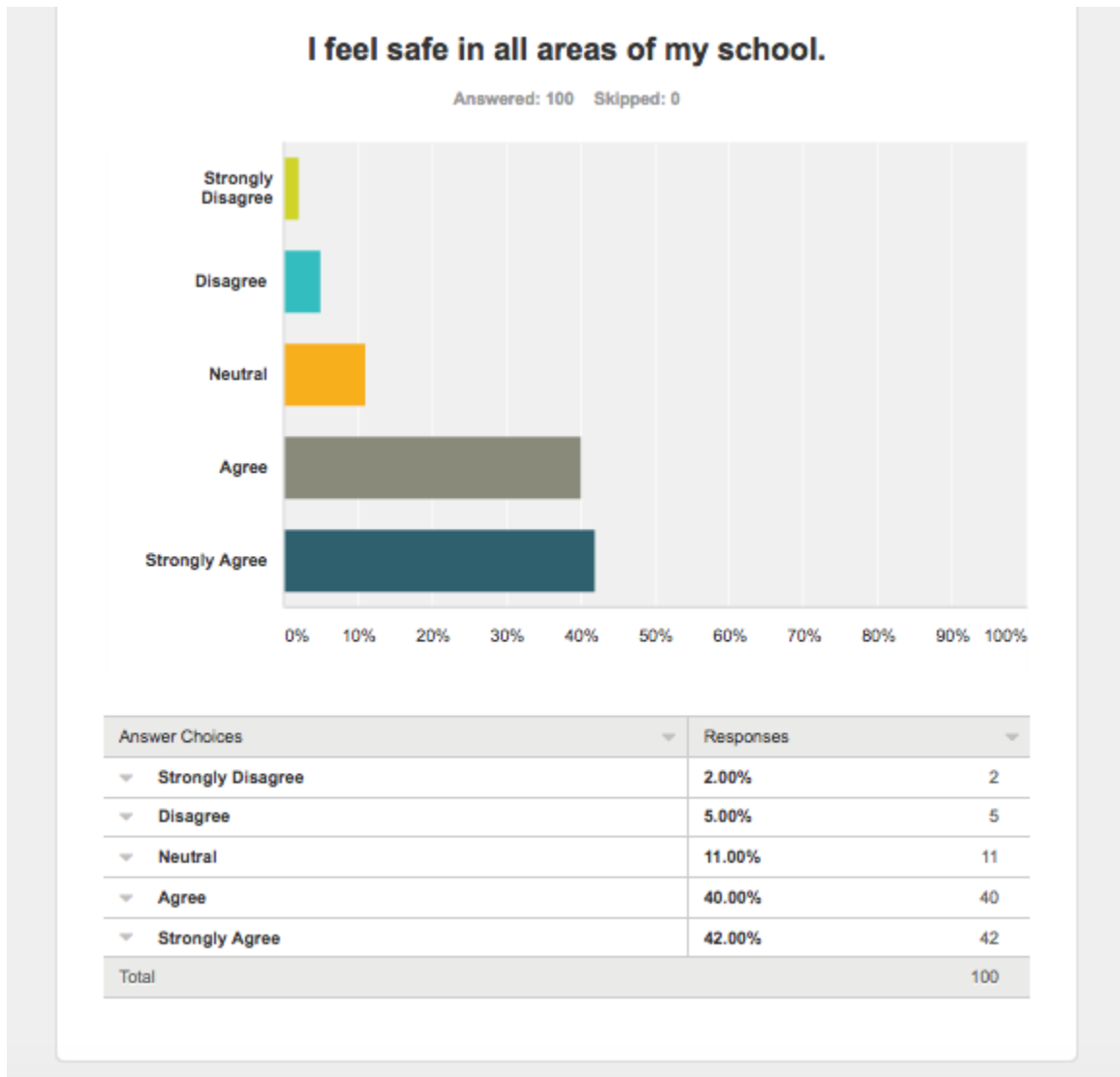
(Fig. 6) Student Analysis: School Attitudes/Relationships Data Samples

Students in my school respect each other's differences (for example, gender, race, culture, etc.).

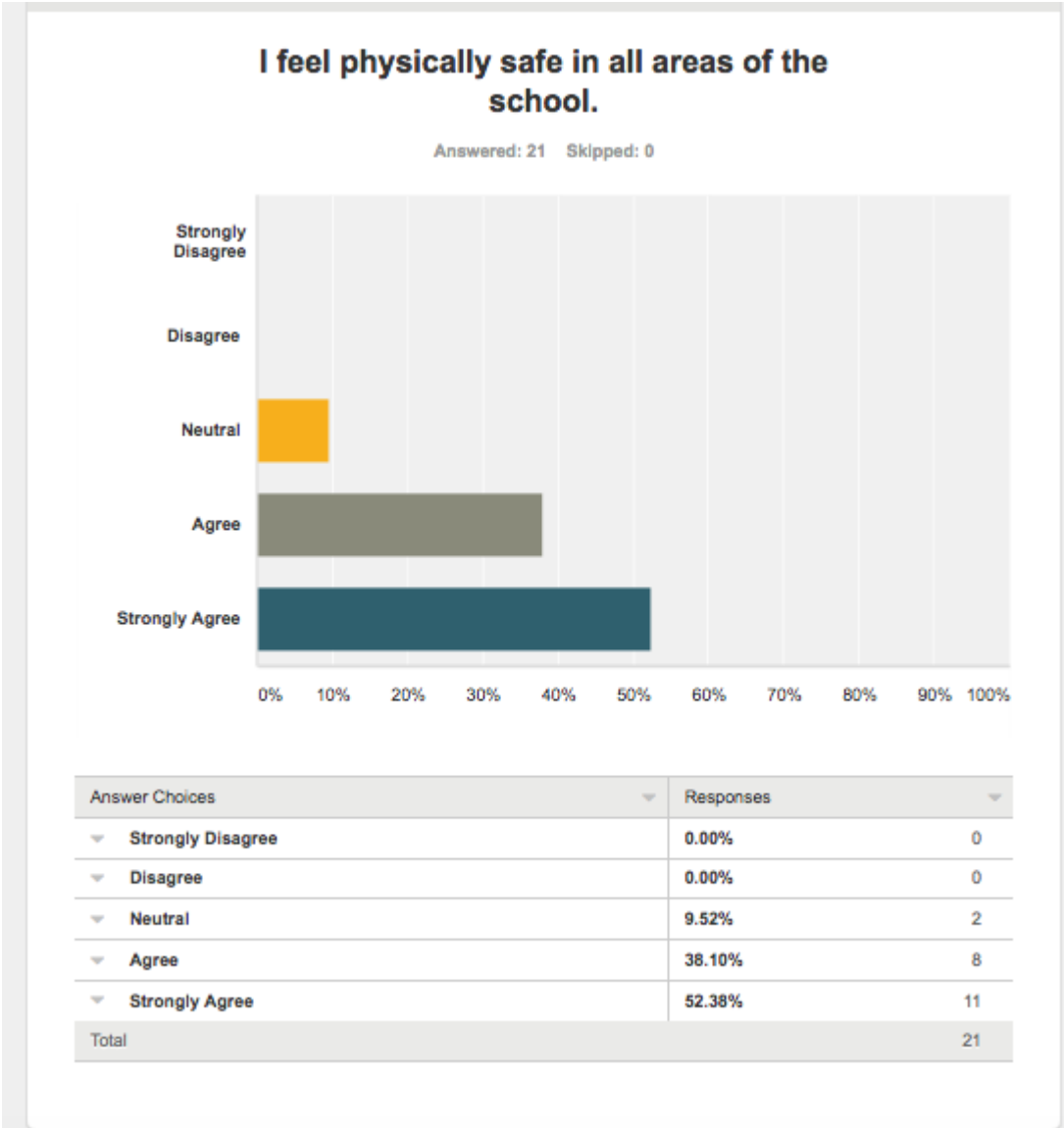
Answered: 98 Skipped: 2



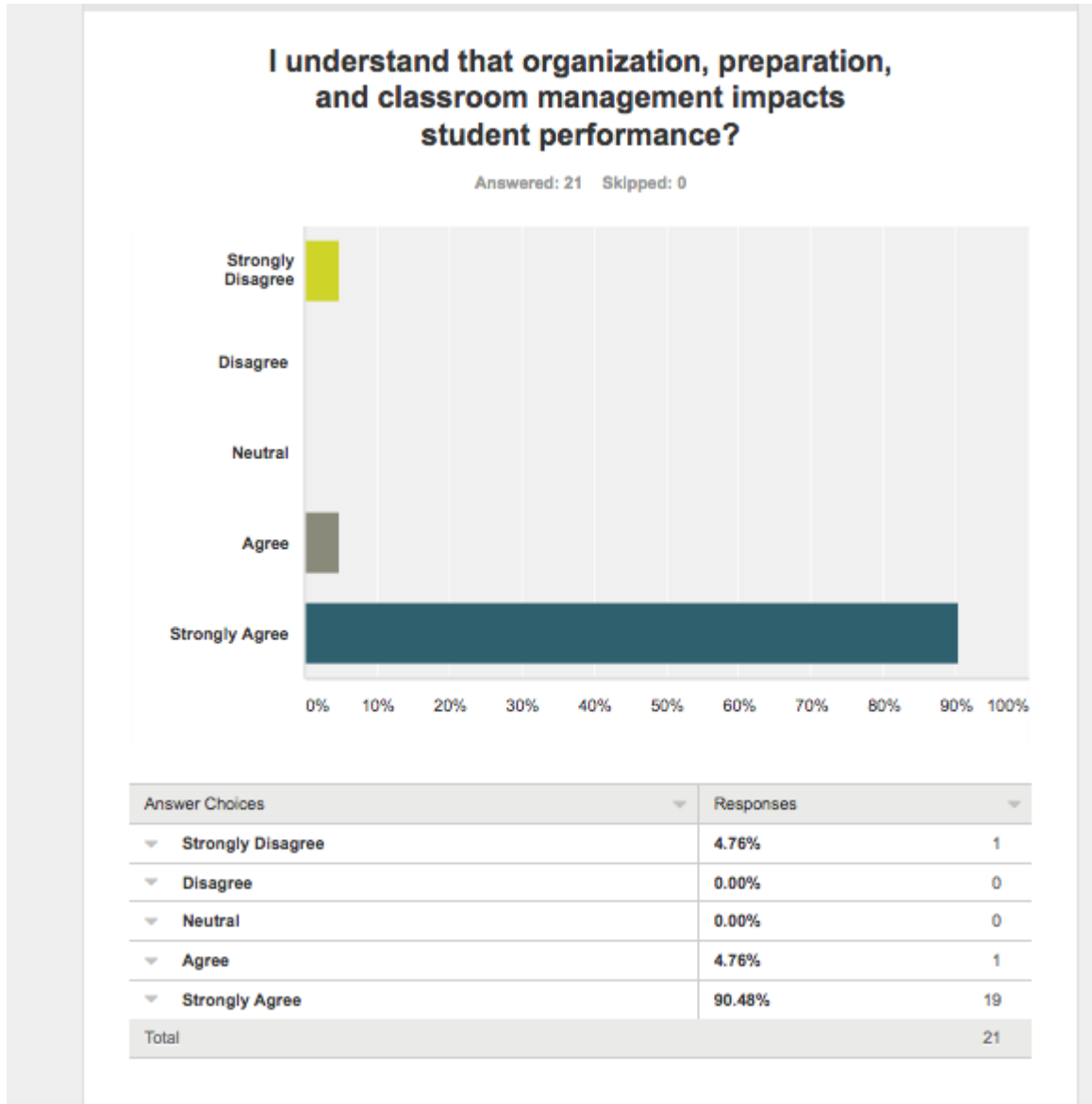
(Fig. 7) Student Analysis: School Safety Data Sample



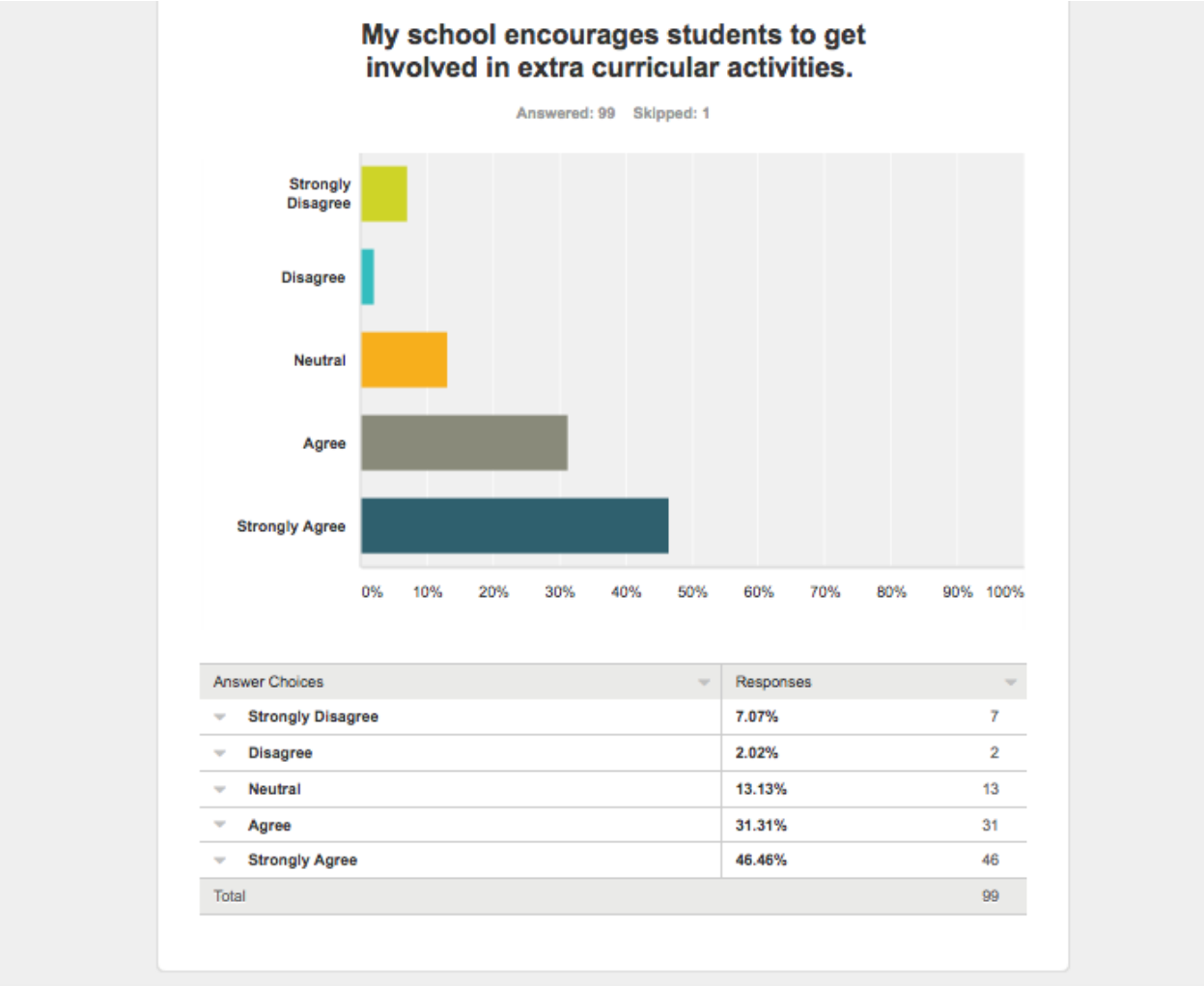
(Fig. 8) Teacher/Staff Analysis: School Safety Data Sample



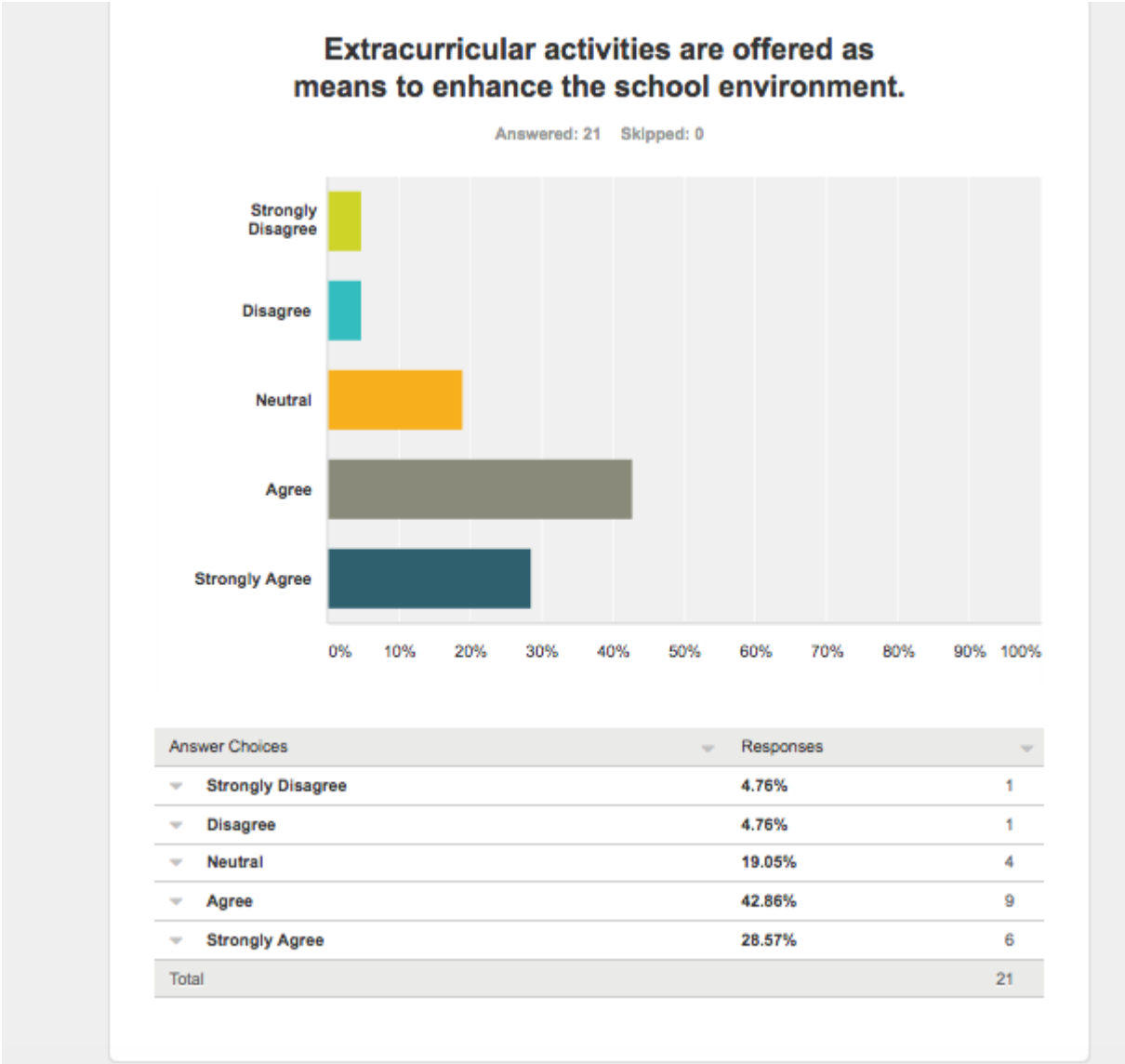
(Fig. 9) Teacher Analysis: Classroom Management and Organization Data Sample



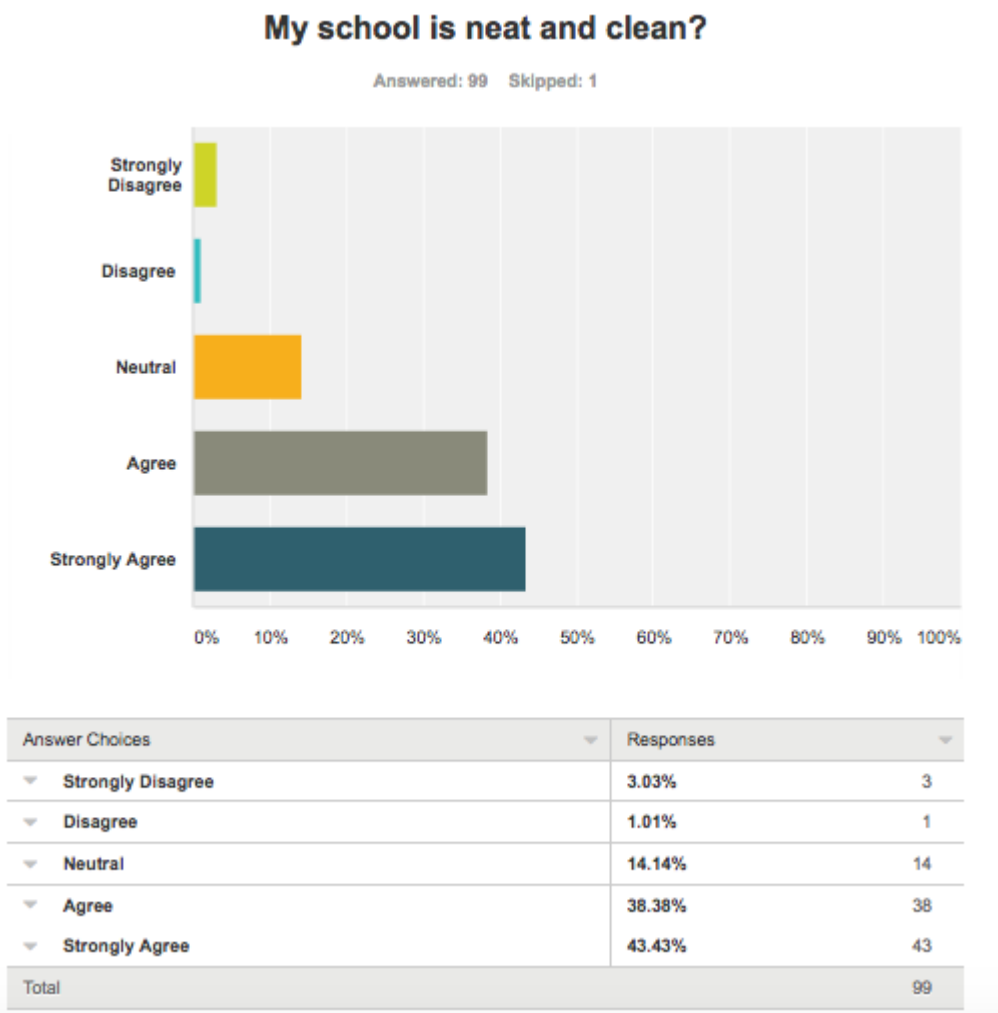
(Fig. 10) Student Analysis: Student Extracurricular Activities Data Sample



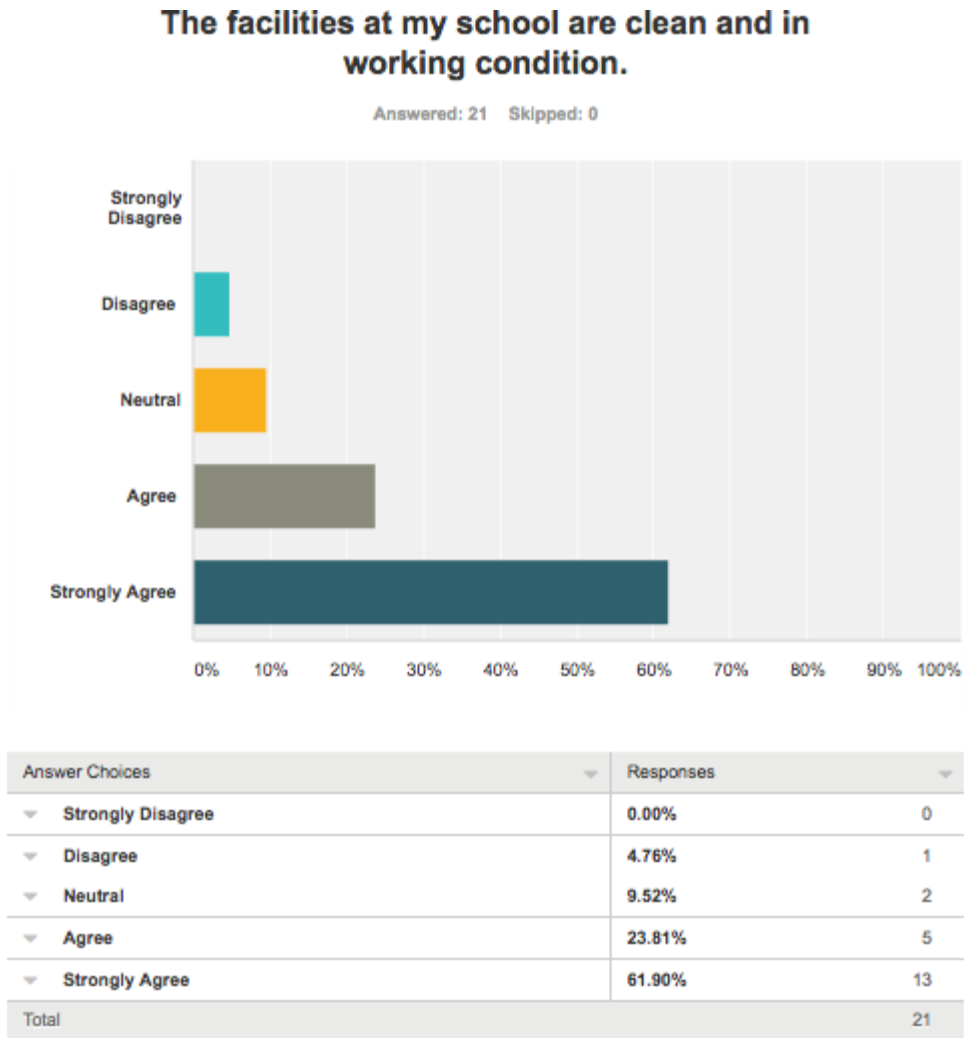
(Fig. 11) Teacher Analysis: Teacher Extracurricular Activities Data Sample



(Fig. 12) Student Analysis: Student Perception of Facilities and Physical Environments Data Sample



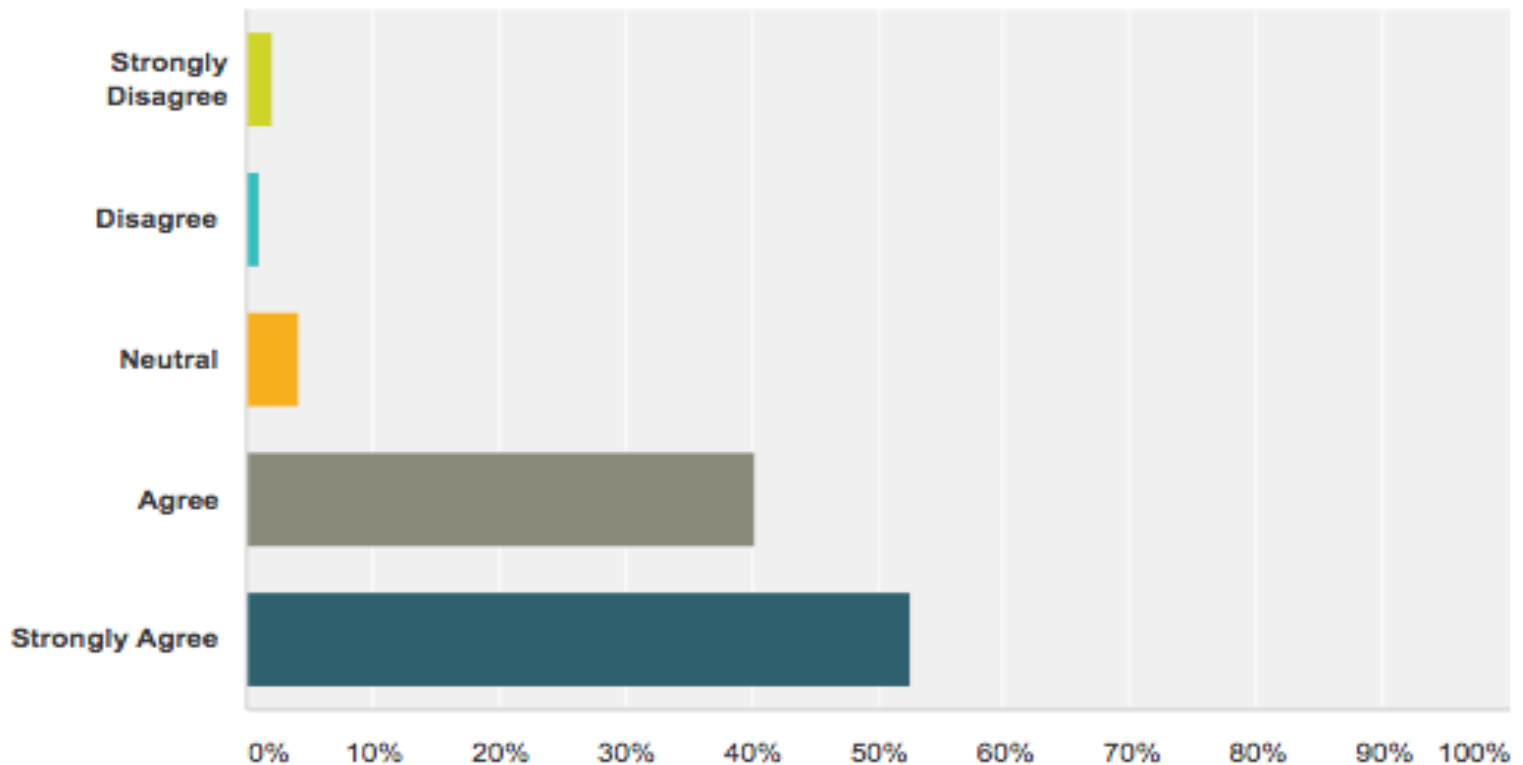
(Fig. 13) Teacher Analysis: Teacher Perception of Facilities and Physical Environments Data Sample



(Fig. 1) Student Analysis: School Climate Data Sample

I feel that my school has a positive learning environment.

Answered: 97 Skipped: 3



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