

**Brownsville Independent School District**  
**Longoria Elementary**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

The mission of the Administration, Staff, Parents and Community of Reynaldo Longoria Elementary School is to provide quality instruction to ALL STUDENTS enabling them to make "commended" yearly academic progress and to promote responsible citizenship, self-discipline and self-esteem so that each student can reach his or her highest potential.

## Vision

Rigor, Relevance, Relationships equals Results.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

At Longoria Elementary School, data accuracy is at 98% with administration, counselors and teachers reviewing student data from ESchools, student PRCs, Eduphoria-and AWARE program generated reports and through Tango Software Reports. Attendance is monitored by teachers, data attendance entry clerk and parent liaison. The attendance rate for all students was 97.5% and 97.4% for at-risk students. Parents of students who are absent are called and conferenced with. Counselors ensure student coding is correct such as ethnicity, economically disadvantage, CTE, GT, Migrant and At-Risk. Special education department ensures all special education students and Migrant students are also coded correctly and the district's 504/Dyslexia Program ensure student data is updated yearly. Allocated Migrant funds are allocated to provide additional tutorials and purchase additional instructional resources for Migrant students to use to ensure academic success. Services are provided PEIMS administrator oversees that all departments and special program departments verify and check student demographic data. Once students are identified as At-Risk (54.13%), administrators and teachers begin consistent progress monitoring to make sure students are academically successful and to reduce the retention rate. The retention rate was 1.5% for all and at-risk students. Allocated State Compensatory funds are allocated to provide additional tutorials and purchase additional instructional resources for At-Risk students to use to ensure academic success. Procedures for overseeing demographic concerns include verifying daily attendance, verifying after-school and Saturday tutorial attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

### Demographics Strengths

Data Accuracy is updated daily by data entry clerk. Daily monitoring by PEIMS administrator and proper identification of students in special programs and monitoring of student attendance is also done daily. Bilingual funds are utilized to target all LEP students' academic needs in Language Proficiency and available State Compensatory Funds for At-Risk Students. Tutorial attendance is also monitored by the campus dean. Consistent communication with parents through parent liaison is also a strength with student phone numbers being updated frequently. Teachers will provide interventions to support increased performance for our ELL population and identify students in need of academic help, dyslexia accommodations, or special education services. Campus staff will encourage on time arrival to school for increased academic performance.

## **Demographics Needs**

Mobility rate is high at Longoria ES. Attendance rate needs to be monitored and maintained in order to meet campus and district goals. Faculty and staff will provide interventions to support increased ELL performance and all other sub populations including migrant students. Support will also be provided for sub population students in order to encourage on time arrival to school and identification. Through the use of RTI, students in need of academic support, special education support, or dyslexia will be identified. Support for migrant students will be provided as hygiene and clothing will be provided in order to increase attendance and in order to be academically prepared.

# Student Achievement

## Student Achievement Summary

Administration, teachers and the TLI specialist desegregate data through the analysis of progress monitoring, student grades, percentages of students on RTI plan, TPRI/Tejas Lee BOY, MOY and EOY, and practice state assessment exams. The Dean, TLI Specialist, and teachers look at students' scores and break down the test objectives by generating state testing history results in Eduphoria-Aware program and Tango Trends Computer Program to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target those weaknesses. Teachers also plan for intervention instruction and tutorials in order to provide support and differentiated instruction for students who are considered at-risk or are in special population groups. The RTI administrator and Dean will monitor students on RTI and look at proper interventions being provided.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of the Campus Improvement Plan delineate a variety of research-based strategies and are used to address the areas of need.

The following information originated from the 2014-2015 Texas Academic Performance Report results.

### STAAR Summary of 3rd-5th Grades Tested

	State	District	Campus
<b>Grade 3</b>			
Reading	77%	80%	97%
Mathematics	*	*	*
<b>Grade 4</b>			
Reading	74%	74%	84%
Mathematics	*	*	*
Writing	70%	75%	86%
<b>Grade 5</b>			
Reading	87%	89%	80%
Mathematics	*	*	*
Science	72%	75%	72%

### Performance Variation Between All Student Groups and All Grades

	<b>All Students</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ Disadv</b>	<b>At-Risk</b>	<b>Special Ed</b>	<b>ELL</b>
<b>All Subjects</b>	84%	84%	*	84%	84%	44%	79%
<b>Reading</b>	87%	87%	*	87%	70%	50%	83%
<b>Mathematics</b>	*	*	*	*	*	*	*
<b>Writing</b>	86%	86%	*	85%	86%	*	85%
<b>Science</b>	72%	72%	*	71%	72%	*%	56%

### **Student Achievement Strengths**

According to TEA Longoria students met standards on the 2016 state assessments (STAAR). Longoria earned distinctions for the top 25 percent student progress, academic achievement in Reading/ELA, top 25 percent closing Performance Gaps and Post secondary Readiness.

In March of 2016 Longoria Elementary was named a 2015 Texas Star Honor Roll School and was recognized for having high measures of college readiness, high performance in a higher poverty school and the distinction was for academic achievement and closing achievement gaps.

### **Student Achievement Needs**

Student achievement needs as indicated by TEA and the 2016 state assessments include academic achievement in science. Increase needed in commended performance levels for all subjects tested, increase in Special Populations passing percentages and make progress in all content areas.



## **School Culture and Climate**

### **School Culture and Climate Summary**

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education.

### **School Culture and Climate Strengths**

Longoria ES offers a positive environment with a campus shared vision and philosophy. There is an active SBDM committee and parent/community support. Overall at Longoria Elementary, high expectations are set in order to service and effectively educate all students.

### **School Culture and Climate Needs**

The strengths at Longoria Elementary include providing more extracurricular activities for all students. More community involvement and support is also needed.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

In order to acquire highly qualified campus personnel Longoria ES uses a hiring committee composed of administrators and teachers to make hiring determinations. Administration also consults with the district's Human Resources Department and certified, district, personnel specialists. Campus administration will analyze a variety of reports in order to recognize the strengths and weaknesses of our staff make-up. Through the ERO, a campus report listing is generated by the dean in order to analyze the various trainings teachers have attended and is used to refer determining which teachers need a particular training. Overall Longoria ES has maintained high teacher retention.

### **Staff Quality, Recruitment, and Retention Strengths**

Longoria ES staff is 100% highly qualified with most teachers having 15-25 years of teaching experience. All teachers continue to gain much knowledge, experience in the field of education and are continuously updated in the latest educational trends through professional development offered by our campus, district and Region.

### **Staff Quality, Recruitment, and Retention Needs**

Recruit teachers with 5-14 years experience to balance with our 15-25 years experienced teachers and provide students with a variety of expert teachers. Provide appropriate support and training through campus dean and TLI teacher specialist to ensure that all teachers' needs are being met. Support campus/district efforts meeting identified needs related to student special populations.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Curriculum, Instruction and Assessment are one of the most important aspects of the campus. Longoria ES implements district curriculum initiatives and assessments as required by the state of Texas. Longoria ES bases all of its instruction from the Texas Essential Knowledge and Skills (TEKS) and the districts' mandatory "Frameworks" which administrators and teachers plan lessons consistently from.

Two evaluations (benchmarks) were administered to all 1st- 5th grade students. For the November formative benchmark, set at a 75% passing standard.

The Brownsville ISD Curriculum and Instruction Department district staff (in the areas of ELA, Math, Social Studies, Science, Early Childhood, and PE/Health) along with the campus Dean and administration provide curriculum support throughout the school year. Through the analysis of data, district and campus needs are addressed. The Dean provides teachers with instructional resources and professional development opportunities by sending out a campus professional development calendar on a weekly basis to faculty and staff.

Through the review and analysis of multiple data sources, the Federal Programs Department identified student, staff and District needs. Data sources included such items as STAAR and District Benchmark results, campus CNAs and CIPS, Region One's Three-Year-Old Program pre/post checklists and annual on-site evaluation of the program, as well as other formal and informal sources of information. Strategies to meet those needs through the expenditure of Title I-A funds were developed taking into consideration Federal, State Statutes, Local Policies and Title I-A Program guidelines as well as current researched best practices.

Teacher evaluations are reviewed and discussed by campus administration. STAAR scores will be obtained and posted on the CIP for review with SBDM members to use in the campus decision-making process for teacher assignments and budget. Teacher grade-level agendas and minutes are sent to campus principal for review. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Classroom resources used include district adopted resources and content based resources (such as subscriptions) purchased by campus in order to meet each teacher's curricular needs.

### **Curriculum, Instruction, and Assessment Strengths**

Strengths include following curriculum aligned with TEKS and state assessments. Every six weeks teachers are given the opportunity to plan according to the district's frameworks using the district's textbook adoptions and all of district adopted materials. This opportunity of planning given to all teachers is called "Tiger Planning" as they are given time to align curriculum vertically and according to content. Throughout this planning time the dean monitors

planning and curriculum specialists are asked to assist and guide teachers. At the end of the year and during the last six weeks of "Tiger Planning," teachers begin to plan for the following school year as they create first semester exams, benchmarks, they organize material, make copies and submit a plan that will be used for next year. Administration reviews all of the teachers' plans submitted and approve their plans.

Effective and continuous monitoring and data analysis is performed by campus administration.

### **Curriculum, Instruction, and Assessment Needs**

Continuous monitoring for Higher Order Thinking Skills and Critical Thinking and improve campus/district benchmarks with rigorous lessons.

Increase English language proficiency among English Language Learners.

Improve 5th science scores by providing effective learning strategies in order for students to meet standards.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parents and community members at Longoria ES are welcomed with an open door policy. They are invited to monthly meetings coordinated by the campus Parent Liaison and all are educated on various topics from campus and district issues to parenting trainings. An agenda is created and followed as to cover pertinent information on campus issues and policies. Surveys are conducted in order to receive parental and community feedback. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. All parents are invited to "Meet the Teacher" at the beginning of every school year and to "Open House" which takes place in the fall and spring.

### **Family and Community Involvement Strengths**

Longoria ES has an active parent center coordinated by the campus parent liaison. Effective communication is provided by campus administration in addressing students' academic needs and success.

### **Family and Community Involvement Needs**

Increase in community partnerships is needed. Provide more literacy trainings for parents in order to train them in supporting students' literacy demands.  
Activity 1,6

## **School Context and Organization**

### **School Context and Organization Summary**

Campus Administration meets in the beginning and at the end of the year to discuss instructional adjustments, reorganization considerations, general areas of improvement and recommendations for processes and procedures that would improve the school climate and organizational structure. SBDM meets monthly to discuss and analyze relevant School Context and Organization data and to set annual goals. Teacher feedback is also taken into consideration.

### **School Context and Organization Strengths**

At Longoria ES there is an exemplary school personnel make-up and an effective SBDM Committee. Longoria meets all School Safety and campus structure district policies with procedures in place and map readily available in case of a campus emergency. Daily monitoring and observations take place by campus administration in order to report to the district, replace items used for health and safety or repair any damaged structures to the campus endangering the safety to anyone on campus.

### **School Context and Organization Needs**

Due to high crime neighborhood and proximity to Mexico and issues to the border, ensure supervision on all open areas and practice emergency procedures routinely by campus staff and personnel, students and parents visiting the campus.

# Technology

## Technology Summary

At Longoria ES the Technology Teacher provides input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level. A review of the professional development opportunities for technology is monitored by the campus dean. Dates of last training attended by teachers is monitored in order to ensure that teachers keep up with technology trainings. A computer lab schedule is followed so that all classrooms are allotted time in the computer lab and all students given the opportunity to use all computer software offered by the campus. Two computer labs are made accessible in order to provide student instruction and for learning technology skills and practice by students. A set of three Laptop "cows" are assigned to all three fifth grade teachers for student use and IPADS are also available for lower grades for student use.

## Technology Strengths

Campus technology teacher assists with the set up of all technology devices and programs. Two computer labs are accessible for classrooms. Campus and District Technology trainings are continuously offered for teachers. All teachers are equipped with one computer laptop, an elmo and projector. Brownsville ISD has provided Longoria ES provided with data programs in order to view campus and student progress such as Eduphoria, Eschools and Tango Trends.

## Technology Needs

Increase the number of classrooms equiped with "Smartboards." Models of computers need to be updated in order to keep up with the demands of more enhanced software that run programs such as Tango, Pearson and TPRI/Tejas Lee.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data



- Student failure and/or retention rates
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens**

**Performance Objective 1:** 90% of Longoria ES students will demonstrate mastery in the areas of Math, Reading Science and Writing. A minimum of 40% will demonstrate Commended Performance on the state assessments (STAAR).

**Summative Evaluation:** Longoria ES students will demonstrate mastery in the areas of Math, Reading Science and Writing. EOY TPRI and Tejas LEE, Report Cards, PDAS, STAAR Results, TELPAS

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1 CSF 7</p> <p>1) Professional Development and Staff Development in the core areas will be provided to teachers in order to for all students to receive instruction successfully.            Teachers will also be provided with required resources and supplies.            Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) in order to support district mandated curriculum in which travel costs will be covered.            In addition teachers will be trained in the following:            1. ELAR/SLAR (English/Spanish Language Arts &amp; Reading)TEKS            2. SIOP, ELPS and TELPAS iin order to effectively use strategies for ELL and Bilingual students.            3.Math and reading teachers will attend a Gail Fuller training.            4.Writing Teachers will receive training in the area of writing through the district's writing initiative "The Writer's Workshop."</p> <p>Population: 3yr. old-5th Grade All student population            Timeline: Aug. 2016-June 2017            CNA page: 6</p>	1, 3, 4	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Teachers</li> <li>-Counselor</li> <li>-PK-5th Grade Teachers</li> <li>-Dean of Instruction</li> <li>-TLI Specialist</li> </ul>	<p>Formative: BOY TPRI and Tejas LEE, Walkthrough, Lesson Plans, Fluency Monitoring</p> <p>Summative: EOY TPRI and Tejas LEE, Report Cards, PDAS, STAAR Results, TELPAS</p>				
<p>Funding Sources: Federal Bilingual - \$2000.00, Title I-A - \$1885.00</p>							

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>2) Administration, librarian and teachers will purchase content based subscriptions and resources such as: computer software, STAAR practices, visual materials, novels (fiction/nonfiction), library books and materials, classroom materials (paper, notebooks and student journals) and supplies based on assessed at-risk students, regular students and sub population students' needs in order to improve STAAR results in the areas of reading and writing, math, social studies and science.</p> <p>Population: At-Risk Students, Regular Students and Sub Population students Timeline: Aug. 2016-June 2017 CNA page: 11</p>	1	Administration SBDM Teachers CLC Librarian	Formative: BOY TPRI, Tejas LEE, EOY TPRI, Tejas LEE, STAAR Summative: STAAR, PDAS				
Funding Sources: Title I-A - \$17026.00, State Bilingual - \$3075.00, State Bilingual - \$2255.00, State Compensatory - \$5000.00, State Compensatory - \$1604.00							
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will be included in decisions regarding student performance, test administration and in analyze researched based tests aligned to TEKS/ELPS and STAAR as direct instruction to address areas of improvement</p> <p>Also included are:</p> <ul style="list-style-type: none"> <li>- TPRI-Tejas Lee</li> <li>- STANFORD 10</li> <li>- Aprenda</li> <li>- TELPAS</li> <li>- SELP/SSLP</li> <li>- CPALLS</li> <li>- Progress monitor assessments</li> <li>- HMH</li> <li>- LPAC</li> </ul> <p>CNA Page 6</p>	1, 3, 8	Administration Teachers	<p>FORMATIVE:</p> <p>Lesson Plans Walk-throughs Pre-Tests Progress Monitor Assessment Progress Reports</p> <p>SUMMATIVE:</p> <p>CPALLS STAAR TELPAS AYP Results AMAOs Results PBMAS/TPRI</p>				
Funding Sources: Local							

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) All GT students will develop and participate in projects that will promote individual interest and research. These projects will reflect differentiated curriculum. -GT field trip -UIL -Science Fair</p> <p>CNA Page 8</p>	1, 2	Administration Counselor Teachers Adv.Academics Personnel LOC (GT) Title I (211)	FORMATIVE: Lesson Plans Walk-throughs Galaxy Showcase Participation Logs SUMMATIVE: Projects				
Funding Sources: Advanced Academics - \$702.00							
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>5) Longoria Elementary will provide staff and students incentives and motivational activities to promote academic success in all areas including attendance.</p> <p>Population: Bilingual, GT, Regular, Sped. Timeline: Aug. 2016-June 2017 CNA page: 10</p>	1	Administration and Staff	FORMATIVE: Log of Access  SUMMATIVE:STAAR & AR Results				
Funding Sources: Title I-A - \$8000.00							
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4 CSF 7</p> <p>6) Longoria Elementary will continue to employ teacher and a para-professional to implement a 3 YR OLD PROGRAM and a Pre-Kinder Program to promote Language development and prepare them for the PK and Kinder Curriculum. The Three Yr. Old Program will purchase materials and technology equipment for classroom instruction, activities and learning centers.</p> <p>Population: Three Year Old Timeline: Aug. 2016-June 2017 CNA page: 4</p>	1, 7	Administration, EE Teacher and paraprofessional ,Fed. Lead Teacher and TLI Specialist	FORMATIVE: Attendance Record FTE Position control  SUMMATIVE: Post Tests Meeting 3YR				
Funding Sources: Title I-A - \$22303.00, Title I-A - \$625.00, Title I-A - \$1320.00, Title I-A - \$27442.00, Title I-A - \$81710.00, Title I-A - \$1495.00, Title I-A - \$26981.00, Title I-A - \$1200.00							

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Provide teachers with the necessary support, including appropriate research-based strategies, implement the district initiatives to meet the needs of the students and ensure their success.</p> <p>A. Science Fair  B. Spelling Bee  C. Review 360  D. 6+1 Traits  E. Tango Centra/ Tango Trends  F. Living With Science  G. EduSmart  H. Brownsville Kids Vote  I. TLI Routines/Strategies  J. Inclusion  K. SIOP/ELPS  L. Bilingual Model  M. Empowering Writers  N. GT Core &amp; On-going hours</p> <p>Population: Bilingual, GT, Regular, Sped.  Timeline: Aug. 2016-June 2017  CNA page: 10</p>	<p>1, 2, 3, 4, 9</p>	<p>Administration  TLI Specialist  Teachers</p>	<p>FORMATIVE:  Lesson Plans  Walk-throughs  Pre-Tests  Progress Monitor Assessment  Progress Reports</p> <p>SUMMATIVE:  CPALLS  STAAR  TELPAS  AYP Results  AMAOs Results  PBMAS/TPRI</p>				
<p>Funding Sources: Title I-A - \$3000.00, State Compensatory - \$2800.00</p>							
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4 CSF 7</p> <p>8) Implement intervention through Response to Intervention (RTI) 3 Tier Model in order to support student achievement growth and success.</p> <p>1. All interventions should be scientifically research based.  2. Documentation of interventions and progress monitoring  3. Use data to identify need  4. Review student outcome data to evaluate  5. REVIEW 360</p> <p>TIER I a minimum Of 90 min. devoted to ELA Instruction  TIER II for 30 min. per day in individual or small group instruction in addition to the core instruction.  TIER III- 30 min. per day in the individual or small group instruction in addition to the core instruction.  All teachers and administrators will receive training in RTI.  CNA Page 5</p>	<p>1</p>	<p>Administration  Teachers  TLI Specialist  Counselor</p>	<p>Formative:  BOY, MOY, EOY, AEIS  Results, CIRCLE Phonological Awareness Lang. Learning System (CPALLS), Benchmark</p> <p>Summative: Report Cards, Benchmark Scores, IEP, STAAR Scores</p>				

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 3 CSF 7</p> <p>9) Hold vertical alignment meetings twice per school year to plan and share identified skills and strategies that would make students more academically successful as they progress. Teachers will meet every six weeks for "Tiger Planning" and preparation to ensure that student needs are met in their grade leve in which substitute teachers will be used to cover classes.</p> <p>Population: All teachers Timeline: Aug. 2016-June 2017 (Once a six weeks) CNA page: 10</p>	1, 3, 4	Administration Teachers	<p>FORMATIVE: Staff Training Sign-Ins Progress Monitor assessments Results Progress Reports</p> <p>SUMMATIVE: Post Tests CPALLS STAAR</p>				
Funding Sources: Title I-A - \$9000.00							
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>10) Physical Education Teacher and PE Aides will Assess student fitness annually in order to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Fitness Program CNA Page 10</p>	1, 2	Area Superintendents Assessment Research & Evaluation Campus Administrators Teachers	<p>F-Updated District Policy F-Classroom Observations S-TEA required report for Fitness Assessment</p>				
Funding Sources: Local - \$400.00							

<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">CSF 1</p> <p>11) Update Campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. CNA Page 10</p>	2	<p>Area Superintendents Assessment Research &amp; Evaluation Campus Administrators Teachers</p>	<p>S- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review</p>				
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<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">CSF 1</p> <p>12) 5 Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. CNA Page 10</p>	2	<p>Area Superintendents Assessment Research &amp; Evaluation Campus Administrators Teachers</p>	<p>- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review</p>				
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<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>13) Provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers &amp; students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. CNA Page 10</p>	2	Area Superintendents Assessment Research & Evaluation Campus Administrators Teachers	- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review				
<p>14) Provide Middle School Orientation for Elem. 5th Grade students for transition to the next grade level prior to the end of the school year so that they become aware and familiar with the new campus academic and campus procedures. CNA Page 10</p>	1, 2, 9, 10	Campus Administration Counselor	Students will complete and submit their middle school choice slips with counselor.				
<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>15) Ensure that Longoria provides Applicable Head Start agencies with the Required information to transition students from Head Start into the ED Program. CNA Page 4</p>	1, 7, 10	Administration, Teachers and TLI Specialist.	FORMATIVE: Communication Logs SUMMATIVE: Meeting Head Start Requirements				






<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>16) Strategies to attract highly qualified teachers the following will be addressed: Bilingual, Lead teacher and Master's Degree Stipends, Extra Duty opportunities and medical benefits.</p> <p>Population: All Teachers</p> <p>Timeline: Aug. 2016- June 2017 Monthly CNA Page 9</p>	5	Principal Dean Bilingual admin. Principal PEIMS Data Entry Clerk	Formative : eSchools Summative: PDAS				
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 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**

**Performance Objective 1:** Student will be encouraged and challenged to meet their full potential in the area of fine arts; included but not limited to visual, expressive, and all genres in the field of the arts.

**Summative Evaluation:** A minimum of 90% of fine arts students at Longoria ES will meet performance standards in all fine arts areas with 92% meeting commended performance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Pre-K-5th Grade students, including special education, will be able to attend music classes in order to learn fine arts. In addition students in grades 3rd-5th will be able to participate in choir in order to experience music performance. CNA Page 4</p>	2	Teachers Principal	Formative: participation Summative: grades, participation				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							






**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**

**Performance Objective 1:** Longoria Elementary will develop early prevention strategies to have 95% of our At-Risk students pass state adopted test (STAAR) and increase the At-Risk attendance rate by 10%.

**Summative Evaluation:** STAAR, AT-Risk Student Attendance Rate and the Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) The Campus Dean will provide research based professional development and turn around training for faculty and staff in order to improve At-risk student achievement.</p> <p>Population: AR, TI, MI, LEP Timeline: August 2016-June 2017</p> <p>CNA p. 4</p>	1, 2, 3, 4, 5, 10	Campus Administration Administrator for State Compensatory Education	<p>Formative: District and Campus Progress Monitoring Assessments Classroom Observations Lesson Plans ERO Session Evaluation Reports ERO Session Attendance Reports</p> <p>Summative: STAAR Results</p>				
Funding Sources: State Compensatory - \$64947.00							

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Students in 3rd through 5th Grade who are "At Risk" and including students in sub-populations will attend reading, math and science after school tutorials in order to assist in mastering STAAR objectives. After school tutorials will begin in October 2016 and will end in May 2017. SSI 5th Grade Tutorials will be offered for 5th grade students by the fourth week of school. Materials for all core areas for all grade levels include: Motivation, STAAR Master Booklets, Countdown to STAAR and Measuring Up. Other materials will be purchased such as manipulatives, calculators, literature, paper and ink will be purchased and copies will also be made through the media center in order to prepare all students for state assessments. In addition an "Extended Day Program" will be implemented starting the first day of school in August 2016 in order to provide Pre-Kinder through 5th Grade Students with after school enrichment activities. This program will run until May 2017. The campus Dean will set up classrooms and monitor activities.</p> <p>Population: AR, TI, MI, LEP Timeline: August 2016-May 2017 CNA p. 4</p>	2, 3, 9	Campus Administration Teachers Administrator for State Compensatory Education	Formative: eSchoolsPlus Tutorial Schedule, Tutorial Lesson Plans, Classroom Observations, Progress Monitoring Assessments, student progress reports  Summative: STAAR Results				
<p>Funding Sources: State Compensatory - \$5346.00, State Compensatory - \$10759.00, State Compensatory - \$2377.00, State Compensatory - \$15549.00</p>							
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) The Pre-Kinder Program will be implemented as full day to prepare qualified students academically.</p> <p>Population: AR, LEP, MI, LEP Timeline: August 2016-June 2017 (Daily) CNA Page 4</p>	3, 7, 10	Administration Teachers Administrator for State Compensatory Education	Formative: Teacher Observations Student Progress Reports Lesson Plans CPALLS (BOY/MOY) Summative: CPALLS (EOY)				
<p>Funding Sources: State Compensatory - \$49752.00</p>							
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) The Dyslexia Teacher will identify and provide language literacy interventions to improve student achievement.</p> <p>Population: AR, DYS Timeline: August 2016-June 2017 (Daily) CNA Page 4</p>	1, 3, 10	Administration Teachers	Formative: District and Campus Benchmark Scores Teacher Observations Student Progress Reports  Summative: STAAR				
<p>Funding Sources: Local</p>							

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Ensure that our campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: AR Timeline: August 2016-June 2017 CNA Page 4</p>	10	Administration and Teachers	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports</p> <p>Summative: STAAR Retention Rate Attendance Rate</p>				
Funding Sources: No Funds Required							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>6) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth and other students with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Items will be purchased to provide the nurse with these items. Population: AR Timeline: August 2016-June 2017 CNA Page 12</p>	2, 10	Administration, Counselor and Teachers, Nurse	<p>Formative: Student Progress Reports Benchmark Scores</p> <p>Summative: STAAR Attendance Rate Retention Rate</p>				
Funding Sources: Local - \$500.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






**Goal 4: The students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** All students at Longoria ES will be encouraged and challenged to meet their full potential by the time they leave 5th grade.

**Summative Evaluation:** Students at Longoria Elementary will be taught through college preparedness activities to encourage higher learning participation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 6</p> <p>1) Promote awareness throughout the campus on College Awareness, in an effort to promote higher education for all students and Career Awareness.                      CNA Page 8</p>	1, 2	Administration Teachers and counselor	Formative: Notice Letter Summative: Student Participation in Activities				
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>2) Through Career Day students will be informed and educated on different careers and pathways thus enabling students to make decisions about their future course of study.CNA Page 8</p>	1, 2	Administration Teachers and counselor	Formative: Sign in sheet Summative: Completed Tasks				
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>3) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan.                      Ensure that campus student attendance meets District and State mandates so that students meet their full educational potential.                      CNA Page 4</p>	1, 2, 3	Principal, Asst. Principals, PEIMS Supervisor, Attendance Clerks, Attendance, Liaisons, Attendance Office and Data Entry Clerk	Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office				



<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Teachers or Parent Liaison will contact and visit the home when a student is absent and document on phone log, in order to communicate with parents on student attendance. CNA Page 11</p>	1, 2, 6	Administration Teachers Home Visitor	Formative: Home visitor attendance sheet Summative: ADA reports				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. End of Year Celebrations Teacher incentives daily announcements presentations CNA Page 4</p>	2, 8, 9	Administration Teachers Home Visitor	<p>FORMATIVE: Attendance Reports</p> <p>SUMMATIVE: Attendance rate AYP</p>				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							






**Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.**

**Performance Objective 1:** Discipline referrals will be reduced at Longoria Elementary School.

**Summative Evaluation:** Longoria ES will reduce discipline referrals by 10% from 2014-2015-2015-2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>1) Safety Training: Provide training for administrators and teachers: (a) In order to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. CNA Page 12</p>	1, 4	Administration and Counselor	Agenda Sign-in sheets				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Security Officer(s) will be placed and assigned at campus throughout the year. Campus Officers when possible in order to address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Internet Safety Gun Safety Team (CERT) Truancy Emergency Operations Plan-Safety Procedures As a proactive approach to diminish The number of criminal offenses on school grounds and to prevent victimization of students and staff. CNA Page 12</p>	2	Administration and Counselor	Evaluations, Sign-In Sheets, PEIMS Discipline Reports				

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>3) Provide motivational speakers to address the staff and students on the importance of health and safety at schools including but not limited to: School Bus Safety, Fire Prevention Safety, etc. CNA Page 12</p>	1, 2	Administration and Counselor	<p>Formative: Agendas, Sign-in sheets Summative: Evaluations Better classroom management and safety for students</p>				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. CNA Page 12</p>	2	Administration and Counselor	<p>FORMATIVE: Agendas Professional Dev. Training Sign-Ins.</p> <p>SUMMATIVE: Eval. Forms Discipline Reports</p>				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>5) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. CNA Page 12</p>	2	Administration and Counselor	<p>FORMATIVE: Agendas Sign in</p> <p>SUMMATIVE:. Eval. Forms Audits</p>				

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>6) Administration will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that student needs are addressed. CNA Page 12</p>	2	Administration and Counselor	<p>FORMATIVE: Agendas Sign in</p> <p>SUMMATIVE: Eval. Forms</p>				
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>7) Longoria Elem. will practice fire drills, Lock Downs and evacuations to ensure safety. CNA Page 12</p>	2	Administration and Counselor	<p>FORMATIVE Fire Drills / Lock Downs / Evacuations</p> <p>SUMMATIVE: Logs and reports</p>				
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>8) Longoria Elementary will provide a clean and safe campus environment for all students, staff and parents in which materials (nurse supplies) and items will be purchased to maintain campus. In addition a school nurse will be available at campus in order to service students and attend to medical emergencies on campus throughout the day. CNA pg. 12</p>	1, 2	Administration	<p>FORMATIVE: Walk-Throughs</p> <p>SUMMATIVE: Meeting BISD Requirements</p>				
<p align="center">Funding Sources: Title I-A - \$500.00, Title I-A - \$4000.00, Title I-A - \$21738.00</p>							
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.**

**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities during each school year.

**Summative Evaluation:** Parents will be full partners with educators in the education of their children.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 5 CSF 6</p> <p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Population: Parents            Timeline: August 2016-June 2017            CNA p. 11</p>	1, 6	Principal and Parent Liaison	Formative: District and Campus Parental Involvement Policy Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 5 CSF 6</p> <p>2) Principal will allocate federal funds appropriately to ensure that the campus Parent Center operates efficiently. Funds will also be used to purchase items needed and used for monthly Parent Meetings.</p> <p>Population: Parent Center            Timeline: August 2016-June 2017            CNA p. 11</p>	1, 6	Principal and Parent Liaison	Formative: Budget Sheet Summative: Composite Title I-A of End of Year Survey Parent Participation Title I-A Parental Involvement Compliance				
Funding Sources: Title I-A - \$1400.00							

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>3) All students utilizing the Internet will have on file, the Acceptable Use Policy signed by their teachers and parents.</p> <p>Population: Parents Timeline: August 2016-June 2017 CNA p. 11</p>	1, 6	Principal and Parent Liaison	Formative: Budget Sheet Summative: Composite Title I-A of End of Year Survey Parent Participation Title I-A Parental Involvement Compliance				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement.</p> <p>Population: Parents Timeline: August 2016-June 2017 CNA p. 11</p>	1, 6	Principal and Parent Liaison	Formative: District and Campus Parental Involvement Policy Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>5) Conduct an Annual Title I meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents Timeline: August 2015-June 2016 CNA p. 11</p>	1, 6	Principal and Parent Liaison	Formative: District and Campus Parental Involvement Policy Title I-A Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) All Teachers will participate in a Fall and Spring Open House in order to communicate and discuss with parents of various classroom issues and topics.</p> <p>Population: Parents Timeline: August 2016-June 2017 CNA p. 11</p>	1	Principal ,Teachers, and Parent Liaison	Formative: Agendas, Sign-in Sheets, Meeting Minutes Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>7) Provide evaluations for parents (at all parent meetings) in order to receive meeting parental feedback.</p> <p>Population: Parents Timeline: August 2016-June 2017 CNA p. 11</p>	1, 6	Principal Teachers, and Parent Liaison	Formative: District and Campus Parental Involvement Policy Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>8) A campus employed Parent Liaison will conduct home visits in order to ensure correct student address and address attendance issues with parents. Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings training.</p> <p>Population: Parents Timeline: August 2016-June 2017 CNA p. 11</p>	1, 6	Principal Teachers, and Parent Liaison	Formative: Monthly Contact Log, Job Description Composite Report Summative: Composite Title I-A of End of Year Survey Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Monthly Mileage Log				
Funding Sources: Title I-A - \$22303.00							

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>9) Provide ample parent education opportunities through parent conferences, Literacy Nights and parent training sessions in order to disseminate information, services and/or referrals to agencies that address the needs in the following areas:</p> <ol style="list-style-type: none"> <li>1. Early Childhood Reading Strategies</li> <li>2. Effective teaching strategies</li> <li>3. Health Education-Families in Training</li> <li>4. Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Ed.)</li> <li>5. Building Capacity</li> <li>6. Drop-Out and Violence Prevention-New Horizons</li> <li>7. Community agencies/organizations</li> </ol> <p>In which materials and parent refreshments will be purchased.</p> <p>Population: Parent Center Timeline: August 2016-June 2017 CNA p. 11</p>	1, 2	Principal Teachers, and Parent Liaison	<p>Formative: Agendas, Sign-in Sheets, Minutes, Conference Evaluations</p> <p>Summative: Composite of End of Year Survey, Title I-A Survey Summative: Composite Title I-A of End of Year Survey</p> <p>Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals</p>				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>10) Through the use of the School Messenger Program, communication with parents in a timely and effective manner on any emergency situation, communication between campus and parents will take place.</p> <p>Population: Parents Timeline: August 2016-June 2017 CNA p. 11</p>	1, 6	Principal Teachers, and Parent Liaison	<p>Formative: Parent Surveys</p> <p>Summative: Composite Title I-A of End of Year Survey</p> <p>Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals EOY Reports</p>				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>11) Conduct an Annual Title I Parent Survey to evaluate the effectiveness of District and/or campus Parental Involvement efforts.</p> <p>Population: Parents Timeline: August 2016-June 2017 CNA p. 11</p>	1, 6	Principal Teachers, and Parent Liaison	<p>Formative: Monthly Contact Log Composite Report</p> <p>Summative: Composite Title I-A of End of Year Survey</p> <p>Parent Participation Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Monthly Mileage Log</p>				



 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**

**Performance Objective 1:** Improve the overall performance of migrant students by providing necessary resources in order for all students to exceed expected performance standards and meet their full education potential.






**Summative Evaluation:** Migrant students at Longoria ES will meet 90% mastery in all subject areas in state assessments (STAAR).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will assess migrant students at the beginning and at the end of the school year in order to create a student profile.</p> <p>Population: Migrant Students            Timeline: August 2016-June 2017            CNA Page 4</p>	1, 2, 9, 10	Administration and Teachers	Formative: Lesson Plans  Summative: Assessment results				
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1</p> <p>2) All migrant students will receive age appropriate clothing, hygiene supplies and educational supplies/resources in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.</p> <p>Population: Migrant Students            Timeline: August 2016-June 2017            CNA Page 4</p>	2, 9, 10	Administration and Teachers	Formative: Lesson Plans, Walkthroughs  Summative: Class Rosters/Attendance for Tutorials				
Funding Sources: Title I-C (Migrant) - \$435.00							

<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) PFS students will be provided with clothing, hygiene supplies and educational supplies/resources such as dictionaries, thesauruses, and STAAR materials in the core content areas in order to enhance their academic achievement.</p> <p>Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4</p>	2, 10	Administration and Teachers	Formative: Lesson Plans, Walkthroughs Summative: Class Rosters Attendance for Tutorials Retention Rate STAAR				
Funding Sources: Title I-C (Migrant) - \$275.00							
<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) PFS migrant students will receive supplemental support services before other migrant students to endure that the requirements delineated by NCLB Section 1304 (d) are addressed.</p> <p>Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4</p>	2, 10	Administration and Teachers	Formative: Lesson Plans, Walkthroughs Summative: Class Rosters/Attendance for Tutorials				
<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Migrant students will benefit from the use of updated technology learning support programs that will be provided in the classroom and computer labs. 1. Technology access before &amp; after school for students STAAR &amp; AR (time) 2. Technology access in the classrooms</p> <p>Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4</p>	1, 2, 10	Campus Admin. Migrant Services	<p>FORMATIVE: Lesson Plans Walk-throughs Pre-Tests Progress Monitor Assessment Progress Reports</p> <p>SUMMATIVE: Access Logs Post Tests STAAR Scores TELPAS AYP Results AMAOs Report PBMAS</p>				

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non- migrant students. Population: Migrant Students Timeline: July 1, 2016 - June 30, 2017 CNA Page 4</p>	1, 2, 3, 7, 9, 10	Special Programs Administrator Campus Principals	Increase enrollment into 3-year-old program				
Funding Sources: Title I-C (Migrant)							
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>7) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 25, 2016 - June 5, 2017 CNA Page 4</p>	1, 2, 9, 10	Sp. Programs Administrator Campus Principals Elementary Teachers Migrant Funded: Teachers 3FTEs	Increased academic performance in State Exams PBMAS				
Funding Sources: Title I-C (Migrant)							
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>8) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Funded: Parent Liaison, Recruiters, DMC , MSC Timeline: August 25, 2016-June 30, 2017  CNA Page 11</p>	1, 6, 7, 9	Migrant Funded: Parent Liaison	Academic success for all PK-2nd grade students EOY Promotion Rate				
Funding Sources: Title I-C (Migrant)							

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>9) The academic progress of Pre-Kinder through 5th grade students will be monitored to ensure success grade level completion and ultimately secure promotion.</p> <p>Population: Migrant Students Timeline: August 25, 2016 - June 5, 2017 CNA Page 4</p>	1, 2, 9, 10	Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor	No Migrant Students retained				
Funding Sources: Title I-C (Migrant)							
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>10) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: Migrant and PFS PK-5 grade students Timeline: June 2017 CNA Page 4</p>	1, 2, 10	Special Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers	Increased promotion rates & test performance				
Funding Sources: Title I-C (Migrant)							
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>11) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: Migrant and PFS students Timeline: October 1, 2016- May 29, 2017 CNA Page 4</p>	1, 2, 9, 10	Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher	Increase promotion rates & test performance				
Funding Sources: Title I-C (Migrant) - \$960.00							






<p>12) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 1, 2016 - May 29, 2017</p> <p>CNA Page 4</p>	1, 9, 10	Sp. Programs Administrator Migrant Funded: Teachers	Timely placement into Interventions				
	Funding Sources: Title I-C (Migrant)						
<p>13) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: Migrant Students Timeline: April 2017</p>	1	Campus Administration Migrant Funded: Migrant Teachers	Increase on- time promotion				
	Funding Sources: Title I-C (Migrant)						
<p>14) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessments. Population: Elementary Migrant Students Timeline: March 21, 2017 CNA Page 4</p>	1	Teachers	Increased STAARS Scores for PFS students				
	Funding Sources: Title I-C (Migrant)						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**

**Performance Objective 1:** Students at Longoria Elementary will demonstrate exemplary performance mastering skills in the core area subjects by using computer technology and receiving one to one tutorial assistance.

**Summative Evaluation:** All students at Longoria ES will be technologically literate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 7</p> <p>1) Support and Training will be provided for all teachers in Microsoft, Grade Speed, lesson plans, Envision Math, Pearson Program, Eduphoria, Think Through Math, Living With Science, and Project Share in order to provide students with an opportunity to learn content objectives through technology.</p> <p>CNA Page 9</p>	1, 2, 4	Administration and Teachers	Formative: Trainings, Agendas, six weeks grades, student lab progress Summative: Sign in sheets, usage reports EOY grades				
<p><b>State System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>2) The CBLT (Campus Based Literacy Team) will participate in LASER Training through Project Share in order to make informed decisions on Literacy.            CNA Page 6</p>		Administration and Teachers	Formative: Trainings, Agendas, Summative: EOY grades				
Funding Sources: TLI							

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Pre-Kinder through 5th grade students, including special education, will attend Computer Assisted Instruction through the Computer Lab so that students will increase their conceptual knowledge at their appropriate grade level.</p>	1, 2, 10	Administration and Teachers	Formative: Lesson Plans Lab Schedule Summative: STAAR Results				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Technology resources and materials such as ink for printers and Computer equipment will be purchased in order to support curriculum implementation. Kinder-5th grades students, including special ed., will be instructed using basic math facts and problem solving strategies in daily math lessons (using projectors and elmos) in order to reinforce strategies being taught and lessons. CNA Page 6</p>	1, 2	Administration and Teachers	Formative: Six Weeks Grades, Diagnostic Tests, Walk-throughs Summative: STAAR				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional Development and Staff Development in the core areas will be provided to teachers in order to for all students to receive instruction successfully. Teachers will also be provided with required resources and supplies. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) in order to support district mandated curriculum in which travel costs will be covered. In addition teachers will be trained in the following: 1. ELAR/SLAR (English/Spanish Language Arts & Reading)TEKS 2. SIOP, ELPS and TELPAS iin order to effectively use strategies for ELL and Bilingual students. 3.Math and reading teachers will attend a Gail Fuller training. 4.Writing Teachers will receive training in the area of writing through the district's writing initiative "The Writer's Workshop." Population: 3yr. old-5th Grade All student population Timeline: Aug. 2016-June 2017 CNA page: 6
1	1	2	Administration, librarian and teachers will purchase content based subscriptions and resources such as: computer software, STAAR practices, visual materials, novels (fiction/nonfiction),library books and materials, classroom materials (paper, notebooks and student journals) and supplies based on assessed at-risk students, regular students and sub population students' needs in order to improve STAAR results in the areas of reading and writing, math, social studies and science. Population: At-Risk Students, Regular Students and Sub Population students Timeline: Aug. 2016-June 2017 CNA page: 11
1	1	3	Teachers will be included in decisions regarding student performance, test administration and in analyze researched based tests aligned to TEKS/ELPS and STAAR as direct instruction to address areas of improvement Also included are: - TPRI-Tejas Lee - STANFORD 10 - Aprenda - TELPAS - SELP/SSLP - CPALLS - Progress monitor assessments - HMH - LPAC CNA Page 6
1	1	4	All GT students will develop and participate in projects that will promote individual interest and research. These projects will reflect differentiated curriculum. -GT field trip -UIL -Science Fair CNA Page 8
1	1	5	Longoria Elementary will provide staff and students incentives and motivational activities to promote academic success in all areas including attendance. Population: Bilingual, GT, Regular, Sped. Timeline: Aug. 2016-June 2017 CNA page: 10
1	1	6	Longoria Elementary will continue to employ teacher and a para-professional to implement a 3 YR OLD PROGRAM and a Pre-Kinder Program to promote Language development and prepare them for the PK and Kinder Curriculum. The Three Yr. Old Program will purchase materials and technology equipment for classroom instruction, activities and learning centers. Population: Three Year Old Timeline: Aug. 2016-June 2017 CNA page: 4
1	1	7	Provide teachers with the necessary support, including appropriate research-based strategies, implement the district initiatives to meet the needs of the students and ensure their success. A. Science Fair B. Spelling Bee C. Review 360 D. 6+1 Traits E. Tango Centra/ Tango Trends F. Living With Science G. EduSmart H. Brownsville Kids Vote I. TLI Routines/Strategies J. Inclusion K. SIOP/ELPS L. Bilingual Model M. Empowering Writers N. GT Core & On-going hours Population: Bilingual, GT, Regular, Sped. Timeline: Aug. 2016-June 2017 CNA page: 10

Goal	Objective	Strategy	Description
1	1	8	Implement intervention through Response to Intervention (RTI) 3 Tier Model in order to support student achievement growth and success. 1. All interventions should be scientifically research based. 2. Documentation of interventions and progress monitoring 3. Use data to identify need 4. Review student outcome data to evaluate 5. REVIEW 360 TIER I a minimum Of 90 min. devoted to ELA Instruction TIER II for 30 min. per day in individual or small group instruction in addition to the core instruction. TIER III- 30 min. per day in the individual or small group instruction in addition to the core instruction. All teachers and administrators will receive training in RTI. CNA Page 5
1	1	9	Hold vertical alignment meetings twice per school year to plan and share identified skills and strategies that would make students more academically successful as they progress. Teachers will meet every six weeks for "Tiger Planning" and preparation to ensure that student needs are met in their grade leve in which substitute teachers will be used to cover classes. Population: All teachers Timeline: Aug. 2016-June 2017 (Once a six weeks) CNA page: 10
1	1	10	Physical Education Teacher and PE Aides will Assess student fitness annually in order to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Fitness Program CNA Page 10
1	1	11	Update Campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. CNA Page 10
1	1	12	5 Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. CNA Page 10
1	1	13	Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. CNA Page 10
1	1	15	Ensure that Longoria provides Applicable Head Start agencies with the Required information to transition students from Head Start into the ED Program. CNA Page 4
1	1	16	Strategies to attract highly qualified teachers the following will be addressed: Bilingual, Lead teacher and Master's Degree Stipends, Extra Duty opportunities and medical benefits. Population: All Teachers Timeline: Aug. 2016- June 2017 Monthly CNA Page 9
2	1	1	Pre-K-5th Grade students, including special education, will be able to attend music classes in order to learn fine arts.In addition students in grades 3rd-5th will be able to participate in choir in order to experience music performance. CNA Page 4
3	1	1	The Campus Dean will provide research based professional development and turn around training for faculty and staff in order to improve At-risk student achievement. Population: AR, TI, MI, LEP Timeline: August 2016-June 2017 CNA p. 4

Goal	Objective	Strategy	Description
3	1	2	Students in 3rd through 5th Grade who are "At Risk" and including students in sub-populations will attend reading, math and science after school tutorials in order to assist in mastering STAAR objectives. After school tutorials will begin in October 2016 and will end in May 2017. SSI 5th Grade Tutorials will be offered for 5th grade students by the fourth week of school. Materials for all core areas for all grade levels include: Motivation, STAAR Master Booklets, Countdown to STAAR and Measuring Up. Other materials will be purchased such as manipulatives, calculators, literature, paper and ink will be purchased and copies will also be made through the media center in order to prepare all students for state assessments. In addition an "Extended Day Program" will be implemented starting the first day of school in August 2016 in order to provide Pre-Kinder through 5th Grade Students with after school enrichment activities. This program will run until May 2017. The campus Dean will set up classrooms and monitor activities. Population: AR, TI, MI, LEP Timeline: August 2016-May 2017 CNA p. 4
3	1	3	The Pre-Kinder Program will be implemented as full day to prepare qualified students academically. Population: AR, LEP, MI, LEP Timeline: August 2016-June 2017 (Daily) CNA Page 4
3	1	4	The Dyslexia Teacher will identify and provide language literacy interventions to improve student achievement. Population: AR, DYS Timeline: August 2016-June 2017 (Daily) CNA Page 4
3	1	5	Ensure that our campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: AR Timeline: August 2016-June 2017 CNA Page 4
3	1	6	Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth and other students with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Items will be purchased to provide the nurse with these items. Population: AR Timeline: August 2016-June 2017 CNA Page 12
4	1	1	Promote awareness throughout the campus on College Awareness, in an effort to promote higher education for all students and Career Awareness. CNA Page 8
4	1	2	Through Career Day students will be informed and educated on different careers and pathways thus enabling students to make decisions about their future course of study. CNA Page 8
4	1	3	Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State mandates so that students meet their full educational potential. CNA Page 4
4	1	4	Teachers or Parent Liaison will contact and visit the home when a student is absent and document on phone log, in order to communicate with parents on student attendance. CNA Page 11
4	1	5	Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. End of Year Celebrations Teacher incentives daily announcements presentations CNA Page 4

Goal	Objective	Strategy	Description
5	1	1	Safety Training: Provide training for administrators and teachers: (a) In order to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. CNA Page 12
5	1	2	Security Officer(s) will be placed and assigned at campus throughout the year. Campus Officers when possible in order to address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Internet Safety Gun Safety Team (CERT) Truancy Emergency Operations Plan-Safety Procedures As a proactive approach to diminish The number of criminal offenses on school grounds and to prevent victimization of students and staff. CNA Page 12
5	1	3	Provide motivational speakers to address the staff and students on the importance of health and safety at schools including but not limited to: School Bus Safety, Fire Prevention Safety, etc. CNA PAGE 12
5	1	4	Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. CNA Page 12
5	1	5	Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. CNA Page 12
5	1	6	Administration will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that student needs are addressed. CNA Page 12
5	1	7	Longoria Elem. will practice fire drills, Lock Downs and evacuations to ensure safety. CNA Page 12
5	1	8	Longoria Elementary will provide a clean and safe campus environment for all students, staff and parents in which materials (nurse supplies) and items will be purchased to maintain campus. In addition a school nurse will be available at campus in order to service students and attend to medical emergencies on campus throughout the day. CNA pg. 12
6	1	1	Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	2	Principal will allocate federal funds appropriately to ensure that the campus Parent Center operates efficiently. Funds will also be used to purchase items needed and used for monthly Parent Meetings. Population: Parent Center Timeline: August 2016-June 2017 CNA p. 11
6	1	3	All students utilizing the Internet will have on file, the Acceptable Use Policy signed by their teachers and parents. Population: Parents Timeline: August 2016-June 2017 CNA p. 11

Goal	Objective	Strategy	Description
6	1	4	Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	5	Conduct an Annual Title I meeting to inform parents of services provided through Title I funds. Population: Parents Timeline: August 2015-June 2016 CNA p. 11
6	1	6	All Teachers will participate in a Fall and Spring Open House in order to communicate and discuss with parents of various classroom issues and topics. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	7	Provide evaluations for parents (at all parent meetings) in order to receive meeting parental feedback. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	8	A campus employed Parent Liaison will conduct home visits in order to ensure correct student address and address attendance issues with parents. Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings training. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	9	Provide ample parent education opportunities through parent conferences, Literacy Nights and parent training sessions in order to disseminate information, services and/or referrals to agencies that address the needs in the following areas: 1. Early Childhood Reading Strategies 2. Effective teaching strategies 3. Health Education-Families in Training 4. Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Ed.) 5. Building Capacity 6. Drop-Out and Violence Prevention-New Horizons 7. Community agencies/organizations In which materials and parent refreshments will be purchased. Population: Parent Center Timeline: August 2016-June 2017 CNA p. 11
6	1	10	Through the use of the School Messenger Program, communication with parents in a timely and effective manner on any emergency situation, communication between campus and parents will take place. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	11	Conduct an Annual Title I Parent Survey to evaluate the effectiveness of District and/or campus Parental Involvement efforts. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
7	1	1	Teachers will assess migrant students at the beginning and at the end of the school year in order to create a student profile. Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4
7	1	2	All migrant students will receive age appropriate clothing, hygiene supplies and educational supplies/resources in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4
7	1	3	PFS students will be provided with clothing, hygiene supplies and educational supplies/resources such as dictionaries, thesauruses, and STAAR materials in the core content areas in order to enhance their academic achievement. Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4

Goal	Objective	Strategy	Description
7	1	4	PFS migrant students will receive supplemental support services before other migrant students to endure that the requirements delineated by NCLB Section 1304 (d) are addressed. Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4
7	1	5	Migrant students will benefit from the use of updated technology learning support programs that will be provided in the classroom and computer labs. 1. Technology access before & after school for students STAAR & AR (time) 2. Technology access in the classrooms Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4
7	1	6	Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non- migrant students. Population: Migrant Students Timeline: July 1, 2016 - June 30, 2017 CNA Page 4
7	1	7	In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 25, 2016 - June 5, 2017 CNA Page 4
7	1	8	Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Funded: Parent Liaison, Recruiters, DMC , MSC Timeline: August 25, 2016-June 30, 2017 CNA Page 11
7	1	9	The academic progress of Pre-Kinder through 5th grade students will be monitored to ensure success grade level completion and ultimately secure promotion. Population:Migrant Students Timeline: August 25, 2016 - June 5, 2017 CNA Page 4
7	1	10	Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: Migrant and PFS PK-5 grade students Timeline: June 2017 CNA Page 4
7	1	11	Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: Migrant and PFS students Timeline: October 1, 2016- May 29, 2017 CNA Page 4
8	1	1	Support and Training will be provided for all teachers in Microsoft, Grade Speed, lesson plans, Envision Math, Pearson Program, Eduphoria, Think Through Math, Living With Science, and Project Share in order to provide students with an opportunity to learn content objectives through technology. CNA Page 9
8	1	2	The CBLT (Campus Based Literacy Team) will participate in LASER Training through Project Share in order to make informed decisions on Literacy. CNA Page 6

Goal	Objective	Strategy	Description
8	1	3	Pre-Kinder through 5th grade students, including special education, will attend Computer Assisted Instruction through the Computer Lab so that students will increase their conceptual knowledge at their appropriate grade level.
8	1	4	Technology resources and materials such as ink for printers and Computer equipment will be purchased in order to support curriculum implementation. Kinder-5th grades students, including special ed., will be instructed using basic math facts and problem solving strategies in daily math lessons (using projectors and elmos) in order to reinforce strategies being taught and lessons. CNA Page 6

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional Development and Staff Development in the core areas will be provided to teachers in order to for all students to receive instruction successfully. Teachers will also be provided with required resources and supplies. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) in order to support district mandated curriculum in which travel costs will be covered. In addition teachers will be trained in the following: 1. ELAR/SLAR (English/Spanish Language Arts & Reading)TEKS 2. SIOP, ELPS and TELPAS iin order to effectively use strategies for ELL and Bilingual students. 3.Math and reading teachers will attend a Gail Fuller training. 4.Writing Teachers will receive training in the area of writing through the district's writing initiative "The Writer's Workshop." Population: 3yr. old-5th Grade All student population Timeline: Aug. 2016-June 2017 CNA page: 6
1	1	15	Ensure that Longoria provides Applicable Head Start agencies with the Required information to transition students from Head Start into the ED Program. CNA Page 4
1	1	16	Strategies to attract highly qualified teachers the following will be addressed: Bilingual, Lead teacher and Master's Degree Stipends, Extra Duty opportunities and medical benefits. Population: All Teachers Timeline: Aug. 2016- June 2017 Monthly CNA Page 9
3	1	3	The Pre-Kinder Program will be implemented as full day to prepare qualified students academically. Population: AR, LEP, MI, LEP Timeline: August 2016-June 2017 (Daily) CNA Page 4
3	1	4	The Dyslexia Teacher will identify and provide language literacy interventions to improve student achievement. Population: AR, DYS Timeline: August 2016-June 2017 (Daily) CNA Page 4
4	1	1	Promote awareness throughout the campus on College Awareness, in an effort to promote higher education for all students and Career Awareness. CNA Page 8
4	1	2	Through Career Day students will be informed and educated on different careers and pathways thus enabling students to make decisions about their future course of study.CNA Page 8
4	1	4	Teachers or Parent Liaison will contact and visit the home when a student is absent and document on phone log, in order to communicate with parents on student attendance. CNA Page 11
5	1	1	Safety Training: Provide training for administrators and teachers: (a) In order to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. CNA Page 12
5	1	2	Security Officer(s) will be placed and assigned at campus throughout the year. Campus Officers when possible in order to address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Internet Safety Gun Safety Team (CERT) Truancy Emergency Operations Plan-Safety Procedures As a proactive approach to diminish The number of criminal offenses on school grounds and to prevent victimization of students and staff. CNA Page 12



Goal	Objective	Strategy	Description
5	1	3	Provide motivational speakers to address the staff and students on the importance of health and safety at schools including but not limited to: School Bus Safety, Fire Prevention Safety, etc. CNA Page 12
5	1	4	Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. CNA Page 12
5	1	5	Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. CNA Page 12
6	1	1	Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	2	Principal will allocate federal funds appropriately to ensure that the campus Parent Center operates efficiently. Funds will also be used to purchase items needed and used for monthly Parent Meetings. Population: Parent Center Timeline: August 2016-June 2017 CNA p. 11
6	1	3	All students utilizing the Internet will have on file, the Acceptable Use Policy signed by their teachers and parents. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	4	Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	7	Provide evaluations for parents (at all parent meetings) in order to receive meeting parental feedback. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	8	A campus employed Parent Liaison will conduct home visits in order to ensure correct student address and address attendance issues with parents. Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings training. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
6	1	9	Provide ample parent education opportunities through parent conferences, Literacy Nights and parent training sessions in order to disseminate information, services and/or referrals to agencies that address the needs in the following areas: 1. Early Childhood Reading Strategies 2. Effective teaching strategies 3. Health Education-Families in Training 4. Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Ed.) 5. Building Capacity 6. Drop-Out and Violence Prevention-New Horizons 7. Community agencies/organizations In which materials and parent refreshments will be purchased. Population: Parent Center Timeline: August 2016-June 2017 CNA p. 11

Goal	Objective	Strategy	Description
6	1	11	Conduct an Annual Title I Parent Survey to evaluate the effectiveness of District and/or campus Parental Involvement efforts. Population: Parents Timeline: August 2016-June 2017 CNA p. 11
7	1	1	Teachers will assess migrant students at the beginning and at the end of the school year in order to create a student profile. Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4
7	1	2	All migrant students will receive age appropriate clothing, hygiene supplies and educational supplies/resources in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4
7	1	3	PFS students will be provided with clothing, hygiene supplies and educational supplies/resources such as dictionaries, thesauruses, and STAAR materials in the core content areas in order to enhance their academic achievement. Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4
7	1	4	PFS migrant students will receive supplemental support services before other migrant students to endure that the requirements delineated by NCLB Section 1304 (d) are addressed. Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4
7	1	5	Migrant students will benefit from the use of updated technology learning support programs that will be provided in the classroom and computer labs. 1. Technology access before & after school for students STAAR & AR (time) 2. Technology access in the classrooms Population: Migrant Students Timeline: August 2016-June 2017 CNA Page 4
7	1	6	Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non- migrant students. Population: Migrant Students Timeline: July 1, 2016 - June 30, 2017 CNA Page 4
7	1	7	In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 25, 2016 - June 5, 2017 CNA Page 4
7	1	8	Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Funded: Parent Liaison, Recruiters, DMC , MSC Timeline: August 25, 2016-June 30, 2017 CNA Page 11
7	1	9	The academic progress of Pre-Kinder through 5th grade students will be monitored to ensure success grade level completion and ultimately secure promotion. Population:Migrant Students Timeline: August 25, 2016 - June 5, 2017 CNA Page 4

Goal	Objective	Strategy	Description
7	1	10	Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: Migrant and PFS PK-5 grade students Timeline: June 2017 CNA Page 4
7	1	11	Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: Migrant and PFS students Timeline: October 1, 2016- May 29, 2017 CNA Page 4
8	1	1	Support and Training will be provided for all teachers in Microsoft, Grade Speed, lesson plans, Envision Math, Pearson Program, Eduphoria, Think Through Math, Living With Science, and Project Share in order to provide students with an opportunity to learn content objectives through technology. CNA Page 9
8	1	3	Pre-Kinder through 5th grade students, including special education, will attend Computer Assisted Instruction through the Computer Lab so that students will increase their conceptual knowledge at their appropriate grade level.
8	1	4	Technology resources and materials such as ink for printers and Computer equipment will be purchased in order to support curriculum implementation. Kinder-5th grades students, including special ed., will be instructed using basic math facts and problem solving strategies in daily math lessons (using projectors and elmos) in order to reinforce strategies being taught and lessons. CNA Page 6

# State Compensatory

## Budget for Longoria Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-103-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$5,346.00
162-11-6118-00-103-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$10,759.00
162-11-6119-00-103-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,947.00
162-11-6119-00-103-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$44,909.00
<b>6100 Subtotal:</b>		<b>\$125,961.00</b>
<b>6300 Supplies and Services</b>		
162-11-6399-00-103-Y-30-000-Y	6399 General Supplies	\$2,377.00
<b>6300 Subtotal:</b>		<b>\$2,377.00</b>

**Personnel for Longoria Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Cardenas	Dean of Instruction	State Compensatory	1.0
Gabriela Mascorro	Pre-Kinder Teacher	State Compensatory	.5
Jose Oziel Chapa, Jr.	Pre-Kinder Teacher	State Compensatory	.5

# Title I

## Schoolwide Program Plan

Longoria Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2013-2014 and to increase the commended performance level in all content areas. In addition, it is our goal to have 100% of our students on grade level in order to master the college readiness standards. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's proficient and advanced levels of academic performance, use effective methods of instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial and Saturday Tutorials enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically under served populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met and (6) are consistent with and are designed to implement the State and local improvement plans. State Comp. allocations will be used toward After school and Saturday Tutorial to improve student achievement. Tier instruction will be used during daily instruction will pull out of small group being used for Tier II and Tier III instruction.

### 2: Schoolwide Reform Strategies

Start by teaching the Texas Essential Knowledge Skills, teachers will prepare all students to master the knowledge and skills in College Readiness on the STAAR. The students at Longoria Elementary School have diverse strengths and needs. Therefore, we must ensure that our teaching methodologies and approaches are able to successfully meet the needs of our diverse population. It is for this reason we continue to carefully evaluate the strengths that enhance this process and the need that detract from it. In addition, based the committee's observation, all academic areas of concern in order to achieve 90% mastery and expand the commended performance levels. The goal of the school is to increase the percentage of combined commended performance of all students in the areas of reading, math writing, and science.

### **3: Instruction by highly qualified professional teachers**

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are trained and experienced and have been successful in previous assignments.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Strategies to attract high-qualified teachers to high needs will include the selection of teachers from the District's and Region's I's efforts to recruit teachers from out of the valley and state, paying stipends of a Master's Degree and paying stipends for math, science and social studies. The school wide program access to high qualified ongoing professional development throughout the development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified trainings and workshops, and the education service center. Professional development in the areas of the core content curriculum, classroom management and discipline management along with STAAR updates, will be priority.

### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-qualified teachers to high needs will include the selection of teachers from the District's and Region's I's efforts to recruit teachers from out of the valley and state, paying stipends of a Master's Degree and paying stipends for math, science and social studies. The school wide program access to high qualified ongoing professional development throughout the development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified trainings and workshops, and the education service center. Professional development in the areas of the core content curriculum, classroom management and discipline management along with STAAR updates, will be priority.

### **6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's ParentalInvolvementCenter. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parental Involvement and number of parent volunteer will increase with new program and trainings available to parents.

### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

An orientation for preschool children from Head Start to assist with the transition to Longoria Elementary will be held annually in the spring and for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school. In addition, a tour will be scheduled in the spring at Cummings Middle

school for 5 grade students to become familiar and experience the middle school.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance.

**10: Coordination and integration of federal, state and local services and programs**

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. In order to better utilize the 212 Migrant funds, a Migrant Student Survey was conducted to assess the supplemental support most needed by the migrant student of our campus. PFS Migrant Students will be provided with additional school supplies such as dictionaries, thesauruses, and STAAR materials in the core content areas in order to enhance their academic achievement. All Migrant Students will receive grade appropriate school supplies.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Bilingual Funds are also used to provide after school tutorials for bilingual students. Teachers will monitor all ELL students through Aware. All teachers will have received SIOP Training and implement ELL strategies in the classroom. TELPAS results with AMAO will be shared with teaches at the start of the school year in order to identify areas of weaknesses of ELL students. All bilingual education students are provided with a strong English as a Second Language instructional program during the school day with the intent to provide early transition into the English language and to promote transition from one bilingual education coding to the next at the end of the school as per the Language Proficiency Advisory Committee recommendation. The ultimate goal is to exit all English Language Learners from the bilingual education program.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. It



is the goal of the campus to identify At-Risk students who are not at grade level. The campus Dean of Instruction will closely monitor At-Risk students using the TAPR Report and Aware. In order to reach student success, the Dean of Instruction will increase the amount of learning time, including after-school tutorial, summer school and or enrichment programs. Campus, district and state assessments will be analyzed by campus administration and reviewed in order to provide an effective setting and curriculum for At-Risk students that will enable them to be successful. State Compensatory Education funds are primarily utilized to fund the after-school program for K-5<sup>th</sup> grade at-risk students and instructional supplies. Longoria Elementary Response to Intervention (RTI) process enables the teachers to provide their at-risk students with the necessary instructional interventions to monitor their academic progress during the school year.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Teachers and administrators will work closely together in planning and modifying instruction, assignments and assessments for special education students. The special education administrator will develop an inclusion schedule for each special education student based on student need. In addition, teachers and special education personnel will receive necessary training being offered by the district and region.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Laura Davila	3yr Old Teacher Aide	Special Programs	1
Maria Luisa Gaspar	Parent Liaison	Special Programs	1
Maria Martinez	FP Computer Aide	Special Programs	1
Rolando Flores	Title I_A Pre-K Aide	Special Programs	1
Rosario Lopez	3yr Old Teacher	Special Programs	1
Ruth Rodriguez	Nurse	Special Programs	.4

# Campus Funding Summary

<b>Advanced Academics</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4		19911639900103Y21000Y	\$702.00
<b>Sub-Total</b>					\$702.00
<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3			\$0.00
1	1	10		19911639951103Y1100Y	\$400.00
3	1	4			\$0.00
3	1	6			\$500.00
<b>Sub-Total</b>					\$900.00
<b>Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Copy Paper	211-11-6396-00-103-Y-30-0F2-Y	\$1,885.00
1	1	2	General Supplies	21111639900103Y300F2Y	\$17,026.00
1	1	5	Awards	21111649800103Y300F2Y	\$8,000.00
1	1	6	Community Services	21161612900103Y300F2Y	\$22,303.00
1	1	6	General Supplies	21111639900103Y323YRY	\$625.00
1	1	6	Stipends	211-11-6117-00-103-Y-24OFO-Y	\$1,320.00
1	1	6	Wages	211-11-6129-06-103-Y-32-OF2-Y	\$27,442.00
1	1	6	Professional Salaries/Wages	211-11-6119-00-103-Y-30-OFO-Y	\$81,710.00
1	1	6	Capital Out Lay	211-11-6649-62-103-Y-32-3YR-Y	\$1,495.00
1	1	6	Wages	211-11-6129-06-103-Y-300F2-Y	\$26,981.00
1	1	6	Stipend	211-11-6117-00-103-Y-24-3YR-Y	\$1,200.00
1	1	7	General Supplies	21113639900103Y30AYP	\$3,000.00
1	1	9	Wages for Substitute Teachers	21113611200103Y30AYPY	\$9,000.00

5	1	8	Summer Bridge -General Supplies	211-33-6399-00-103-Y-30-BDG-Y	\$500.00
5	1	8	Contracted Maintenance Repair	211-11-6249-00-103-Y-30-0F2-Y	\$4,000.00
5	1	8	Nurse	211-33-6119-00-103-Y-30-0F2-Y	\$21,738.00
6	1	2	Miscellaneous Operating Cost	211-61-6499-53-103-Y-30-0F2Y	\$1,400.00
6	1	8	Parent Liaison	211-61-6129-00-103-Y-30-0F2-Y	\$22,303.00
<b>Sub-Total</b>					\$251,928.00
<b>State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2		16211632900103Y30TLXY	\$5,000.00
1	1	2	Copier Paper	162-11-6396-00-103-Y-30-000-Y	\$1,604.00
1	1	7		16211624900103Y30LWSY	\$2,800.00
3	1	1	1 FTE	162-13-6119-31-103-Y-30-000-Y	\$64,947.00
3	1	2	Extra Duty Pay (SSI)	162-11-6118-00-103-Y-24-SSI-Y	\$5,346.00
3	1	2	Extra Duty Pay	162-11-6118-00-103-Y-30-000-Y	\$10,759.00
3	1	2	Extra Duty Pay	162-11-6399-00-103-Y-30000-Y	\$2,377.00
3	1	2	Extra Duty Pay	162-11-6118-00-103-Y30-ASP-Y	\$15,549.00
3	1	3	1 FTE	162-11-6119-00-103-Y-34-PKK-Y	\$49,752.00
8	1	4	Maintenance and repair for ditto machines, computer and software upgrades.	162-11-6249-62-103-Y-30-000-Y	\$4,014.00
<b>Sub-Total</b>					\$162,148.00
<b>State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2		16311639600103Y25000Y	\$3,075.00
1	1	2		26311639600103Y25000	\$2,255.00
<b>Sub-Total</b>					\$5,330.00
<b>TLI</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
8	1	2			\$0.00

					<b>Sub-Total</b>	\$0.00
<b>Federal Bilingual</b>						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	1	General		21113639900103Y30AYPY	\$2,000.00
					<b>Sub-Total</b>	\$2,000.00
<b>Title I-C (Migrant)</b>						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
7	1	2			212-11-6399-00-103Y240F2Y	\$435.00
7	1	3			21211639900103Y240F2Y	\$275.00
7	1	6				\$0.00
7	1	7				\$0.00
7	1	8				\$0.00
7	1	9				\$0.00
7	1	10				\$0.00
7	1	11	Tutorial		212-11-6118-00-130-Y-24-OF2-Y	\$960.00
7	1	12				\$0.00
7	1	13				\$0.00
7	1	14				\$0.00
					<b>Sub-Total</b>	\$1,670.00
<b>No Funds Required</b>						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
3	1	5				\$0.00
					<b>Sub-Total</b>	\$0.00
					<b>Grand Total</b>	\$424,678.00