



# PHARR-SAN JUAN-ALAMO

## INDEPENDENT SCHOOL DISTRICT

# Daniel Ramirez Elementary

2024-2025 Campus  
Improvement Plan

Yadira Galvan  
Principal  
August 2024

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**COLLEGE<sup>3</sup>**  
READY.CONNECTED.COMPLETE™



*OPPORTUNITIES FOR ALL*





## OUR VISION

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

## OUR MISSION

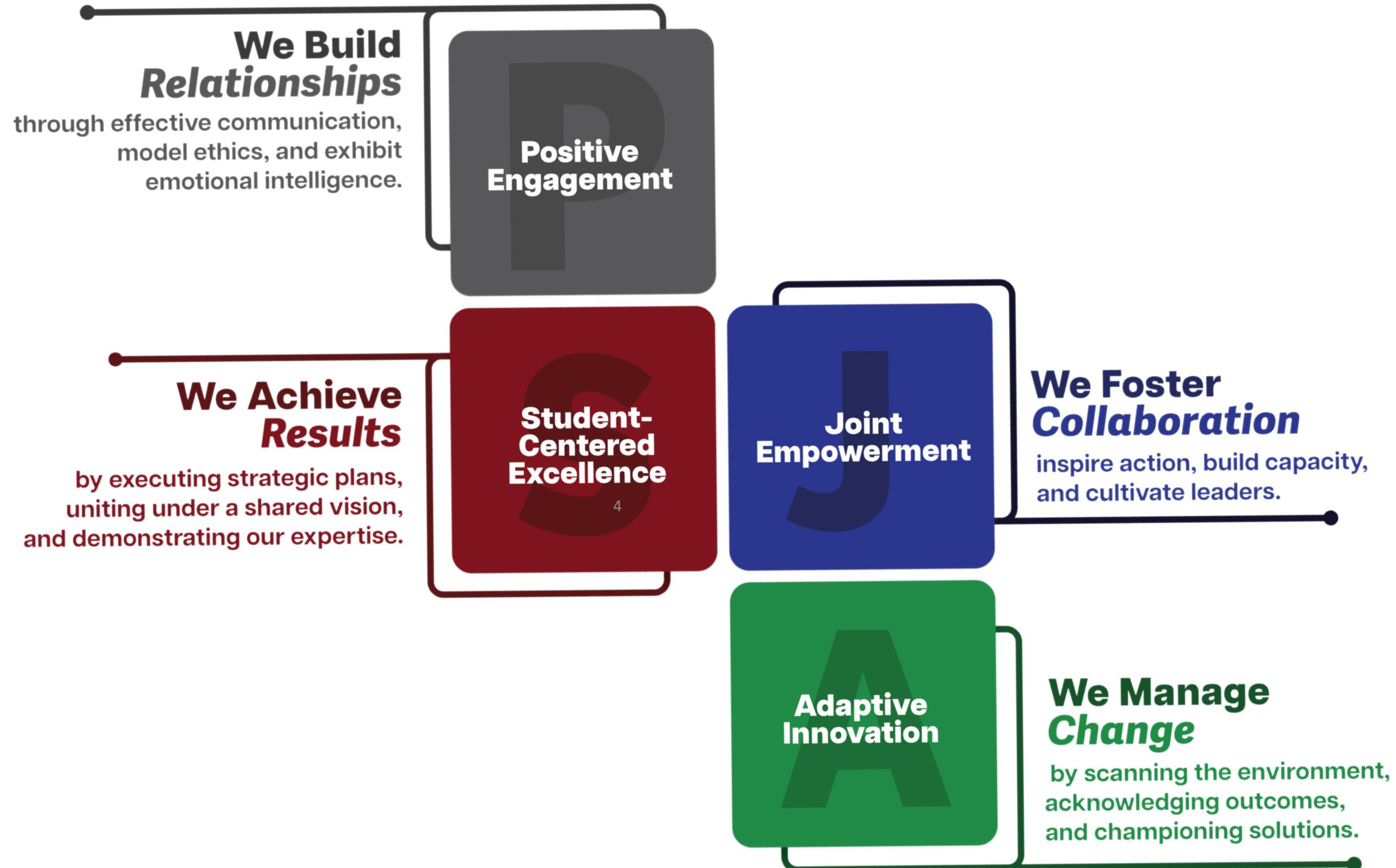
As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen careers.

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

PSJA ISD

# *OPPORTUNITIES FOR ALL* **LEADERSHIP VALUES**





# OPPORTUNITIES FOR ALL!



## PSJA ISD At-A-Glance

Pharr-San Juan-Alamo Independent School District (PSJA ISD) has emerged as a leading force in providing diverse academic opportunities for students, earning recognition at both state and national levels. Serving a student population of over 30,000 across three cities and spanning from pre-kindergarten to 12th grade, PSJA ISD is committed to graduating students who are ready to succeed in today's global landscape.

Renowned for its effective dropout prevention strategies and commitment to college readiness, PSJA ISD boasts an impressive high school completion rate exceeding 97 percent. With all high schools designated as Early College, PSJA ISD has the only wall-to-wall Early College Program in the state and nation.

With an equity-focused approach, the Early College Program's success is rooted in a holistic approach, offering rigorous academics alongside unwavering support from dedicated teachers, counselors, and mentors. Each semester, over 3,000 high school students are enrolled in college-level courses through dual and concurrent enrollment initiatives through partnerships with South Texas College and other higher education institutions.

PSJA ISD's success stories include innovative programs like the **Dual Language Enrichment Program, Early College, Early Childhood, and Dropout Recovery Program**, all of which have significantly narrowed the pathway to post-secondary education for students. At PSJA ISD, students can earn college credits, become bilingual and biliterate graduates, participate in top-notch athletic programs, and engage in renowned fine arts programs, ensuring a well-rounded and enriched educational experience.

# **CARE** CUSTOMER **SERVICE** **STANDARDS**

All PSJA ISD employees must abide by the following standards in order to help us provide excellent customer service to ALL those we serve.



## **Courteous**

- Be kind and greet everyone with a smile
- Treat everyone with respect and dignity
- Listen to understand and help



## **Attentive**

- Communicate in a timely manner
- Stay positive and calm during all conversations
- Treat all concerns and inquiries with professionalism and confidentiality



## **Responsive**

- Be available when customers need you
- Respond to all customer inquiries with a sense of urgency
- Follow up with concerns to ensure customer satisfaction



## **Exceptional**

- Be sympathetic to customers' needs
- Follow the Golden Rule - Treat others as you would like to be treated
- Go above and beyond your call of duty to provide exceptional customer service





## PHARR-SAN JUAN-ALAMO ISD SUSTAINABLE DEVELOPMENT GOALS

Pharr-San Juan-Alamo ISD (PSJA ISD) schools and departments have systemically adopted the Sustainable Development Goals (SDGs).

As part of these efforts, PSJA ISD integrated the SDGs into its curriculum to equip students with pertinent real-world knowledge and hands-on experiences crucial to help them compete at a global level.

PSJA ISD aims to emphasize sustainability at every level through a systemic approach led by a committee of district leaders from various departments including Curriculum, Human Resources, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications, to name a few.



# Daniel Ramirez Elementary Vision & Mission Statement



## OUR VISION

Every **Daniel Ramirez Elementary** student is prepared and empowered to be an innovative leader, lifelong learner and a self-sufficient individual who sets and attains personal and academic goals.

## OUR MISSION

As educational leaders, the Ramirez team is committed to fostering a safe and nurturing environment, inspiring academic excellence, and supporting social and emotional growth.

Ramirez family will meet the needs of all our students by challenging them to achieve the highest level of success through student-centered, technology driven, 21<sup>st</sup> century instruction. Students will benefit from a dual language foundation to excel in a multicultural global society and from learning

We will promote career and college readiness and maintain a strong partnership with our parents and community to achieve the highest levels of success.



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

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# PSJA District Leadership Team



## PSJA ISD School Board of Trustees

Carlos G. Villegas, Jr.



President

Diana Serna



Vice-President

Yolanda Castillo



Secretary

Jorge Zambrano



Member

Dr. Cynthia A. Gutierrez



Member

Jesus A. "Jesse" Zambrano



Member

### District Leadership Team

Dr. Alejandro Elias, *Superintendent of Schools*

### Superintendent's Cabinet

Ranulfo Marquez, *Assistant Superintendent for Academics*  
Rebecca Gonzales, *Assistant Superintendent for Finance*  
Dr. Rebeca Garza, *Assistant Superintendent for Human Resources*  
Dr. Orlando Noyola, *Assistant Superintendent for Student Services*  
Dr. Lauro Davalos, *Assistant Superintendent for Technology*  
Dr. Nora Cantu, *Executive Officer for Academics*

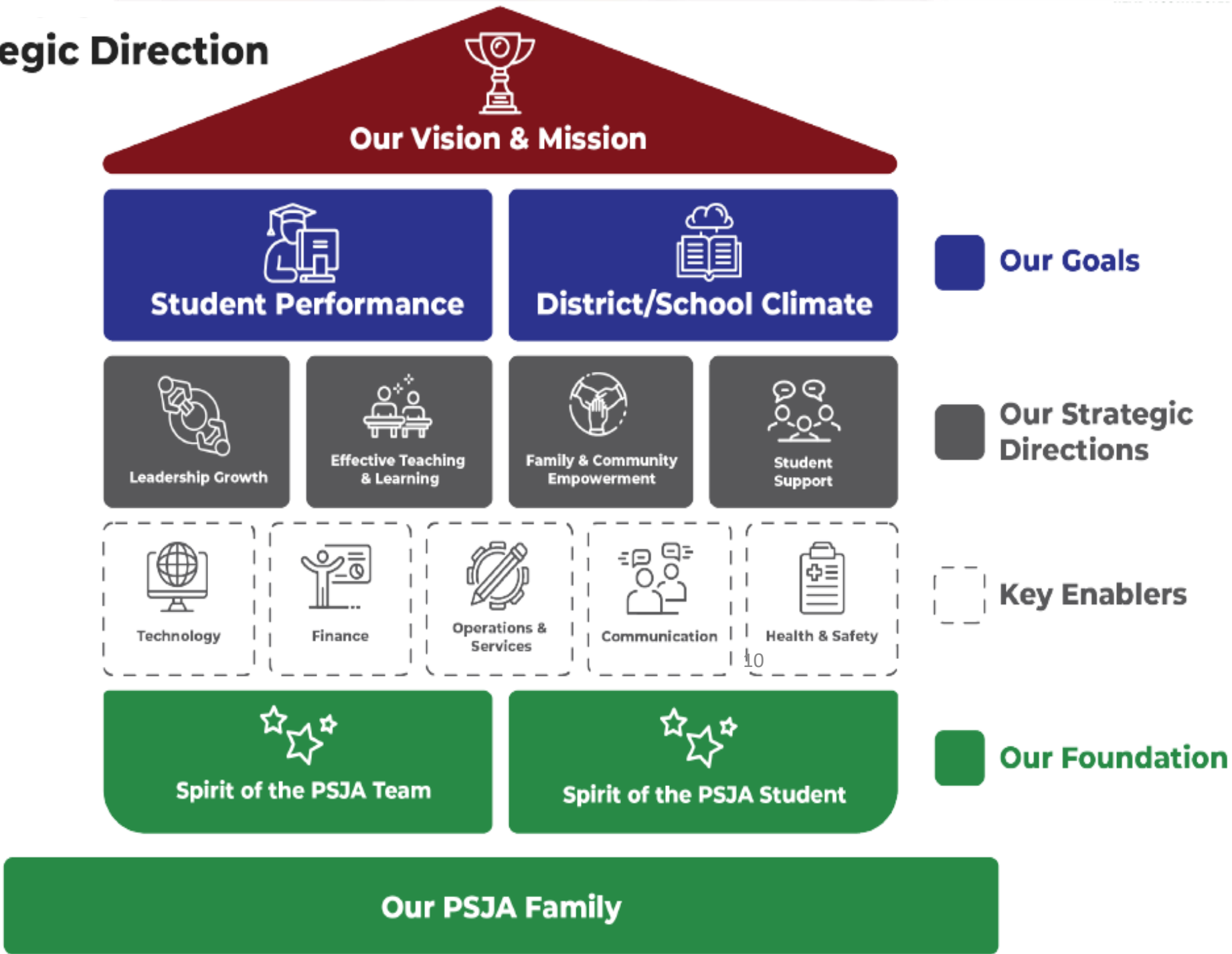
### Senior Staff

Dr. Linda Uribe-Treviño, *Executive Officer for College & Career Readiness*  
Dr. Iris Guajardo, *Executive Officer for Secondary Schools*  
Dr. Nora Rivas-Garza, *Executive Officer for Secondary Schools*  
Dr. Claudia Gonzalez, *Executive Officer for Elementary Schools*  
Virna M. Bazan, *Executive Officer for Elementary Schools*  
Dr. Susana Arredondo, *Executive Officer for Elementary Schools*  
Yolanda Gomez, *Executive Officer for Learning Acceleration*  
Alfredo Carrillo, *Executive Officer for Human Resources*  
Rafael Gonzalez, *Administrator for Operations*  
Mario Bracamontes, *Sustainability Administrator*





## Strategic Direction





# 2024-2025 District Instructional Focus Road Map



*pending*





# 2024-2025 Site Based Decision Making Committee



Name	Title
Yadira Galvan	Principal
Monica Reyna	Assistant Principal
	Counselor
Denisse Garcia	CLL
Ruth Luera	Reading Coach
Gracie Tapia	Teacher
Lizbeth Solis	Teacher
Veronica Fernandez	Teacher
Celina Livingston	Resource Teacher
Lisa Ybarra	Librarian
Leslie Rojas	Coach
	Parent
	Business Representative





# Daniel Ramirez Elementary Demographics 2024-2025



## School Profile:

Daniel Ramirez Elementary

***Daniel Ramirez Elementary is located in Pharr, Texas. The campus participates in a Title One Program. The student enrollment is at 511. The student demographics are as follows: EB 60.4%, Economic Disadvantage 95.5%. The 2023-2024 rating for the school is "C".***

*Source: Data PEIMS 2022-2024*

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## SBDM Quarterly Meetings:

Quarter	Date
1 <sup>st</sup> Quarter	September 2024
2 <sup>nd</sup> Quarter	December 2024
3 <sup>rd</sup> Quarter	March 2025
4 <sup>th</sup> Quarter	June 2025



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS



# Executive Summary



## Executive Summary

**Campus Improvement Plan:** School Year 2024-2025  
**Campus Name:** Daniel Ramirez Elementary

**Mission:** As educational leaders, the Ramirez Team is committed to fostering a safe and nurturing environment, inspiring academic excellence, and supporting social and emotional growth.

**Demographics Summary:** The current enrollment at Daniel Ramirez Elementary as of June 2024 is 511 in PK 3 through 5<sup>th</sup> grade, projected to be at 530 for the 2024-2025 school year. The student population at Daniel Ramirez Elementary consists of 99.81% of Hispanics. Our students represent a low socio-economic status of approximately 95.5% Economically Disadvantage. Approximately, 9.86% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 2.4% of our students. The Emergent Bilingual population is approximately 60.4%.

**Comprehensive Needs Assessment:** Daniel Ramirez Elementary attained an all-student group performance in Mathematics of: Approaches: 69%, Meets 35% and Masters: 11%; Reading: Approaches: 64%, Meets 33% and Masters: 12%; Science: Approaches: 53%, Meets: 26% and Masters 9%.

**Curriculum and Instruction and Assessment:** Daniel Ramirez Elementary offers a rigorous curriculum that is aligned with the TEKS. The curriculum is implemented by highly qualified staff of bilingual certified teachers. Daniel Ramirez is a dual language campus. All students are exposed to the district's Dual Language Enrichment Program. We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support and accelerated instruction are offered afterschool and during Saturday Academies.

**Summary of Goals:** Daniel Ramirez Elementary will improve student mastery of grade level TEKS by utilizing TEKS based, data-driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR Reading (3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades) and by increasing at least 10% in all subject areas and subgroups. We will close the achievement gap by reaching 80% of the EB populations meeting the approaches level in Reading and Math. 100% of parents will have the opportunity to participate in school events and engagement activities. Daniel Ramirez will continue to partner with community stakeholders to further establish the campus and ensure the success of all students.



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# 2023-2024 Accountability Summary- Ramirez Elementary



	Domain I Student Achievement	Domain II School Progress Part A	Domain II School Progress Part B	Domain III Closing the Gaps	Overall Rating	Letter Grade
<b>2022-2023</b>	<b>62 (D)</b>					<b>C</b>
<b>2023-2024</b>	<b>68 (D)</b>	<b>77</b>	<b>74</b>	<b>76</b>	<b>77</b>	<b>C</b>



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS



# 2023-2024 STAAR Performance Data



		Did Not Meet Low		Did Not Meet High		Approaches Low		Approaches High		Meets		Masters	
	Tested	Number	%	Number	%	Number	%	Number		Number	%	Number	%
Reading	192									50	39%	27	14%
Math	200									54	37%	17	9%
Science	62									6	13%	2	3%



PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS



# 2023-2024 STAAR Performance Data by Grade Level

*Pending- will update after Day 2 with Irma Duran 8/9/24*

3rd Grade	Total Tests	DID NOT Meet LOW		DID NOT Meet HIGH		APPROACHES LOW		APPROACHES HIGH		MEETS		MASTERS	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	113	21	19%	14	12%	78	69%	64	57%	48	42%	24	21%
Math	113	12	11%	27	24%	74	65%	61	54%	47	42%	18	16%
4th Grade	Total Tests	DID NOT Meet LOW		DID NOT Meet HIGH		APPROACHES LOW		APPROACHES HIGH		MEETS		MASTERS	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	86	6	7%	3	3%	77	90%	62	72%	53	62%	27	31%
Math	86	12	14%	9	10%	65	76%	59	69%	51	59%	22	26%
					17								
5th Grade	Total Tests	DID NOT Meet LOW		DID NOT Meet HIGH		APPROACHES LOW		APPROACHES HIGH		MEETS		MASTERS	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	86	19	22%	3	3%	64	74%	53	62%	41	48%	25	29%
Math	86	15	17%	6	7%	65	76%	52	60%	33	38%	14	16%
Science	86	17	20%	24	28%	45	52%	32	37%	19	22%	7	8%



SUSTAINABLE DEVELOPMENT GOALS



# 2024-2025 STAAR Reading Goals



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

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	64%	65%	
Meets <i>Target: 60</i>	33%	38%	
Masters <i>Target: 30</i>	10%	11%	

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

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	51%	71%	
Meets <i>Target: 60</i>	18%	39%	
Masters <i>Target: 30</i>	3%	14%	

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

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	77%	69%	
Meets <i>Target: 60</i>	51%	39%	
Masters <i>Target: 30</i>	25%	16%	



PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS



# 2024-2025 STAAR Math Goals

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

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	57%	69%	
Meets <i>Target: 60</i>	27%	31%	
Masters <i>Target: 30</i>	10%	41%	

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

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	70%	67%	
Meets <i>Target: 60</i>	36%	42%	
Masters <i>Target: 30</i>	8%	17%	

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

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	81%	89%	
Meets <i>Target: 60</i>	45%	39%	
Masters <i>Target: 30</i>	15%	5%	





# 2024-2025 STAAR Science Goals

5 <sup>th</sup> Grade Science			
	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	55%	44%	
Meets <i>Target: 60</i>	27%	13%	
Masters <i>Target: 30</i>	10%	3%	



# Circle Test, TX-KEA, TPRI, and Tejas Lee

Criteria Reviewed	Findings				Strategies Needed	
					Staff Development Resources	In Class Interventions
Pre-Kinder -Circle Assessment (2023-2024 Data)	M-Class Assessment				DL One Way Model Frogstreet Sing, Spell, Read, Write Estrellitas	Small Group Interventions
	EOY					
	Rapid Letter Naming		93%			
	Phonological Awareness		93%			
Kindergarten -TXKEA -Tejas Lee (2023-2024 Data)	TXKEA				DL One Way Model Sing, Spell, Read, Write Estrellitas Practical Life/Hands-On Activities Pearlized Math	Small Group Interventions RTI Small group pull outs
	Letter Names		93%			
	Decoding		43%			
	Letter Sounds Receptive		88%			
	Letter Sounds Expressive		8%			
	Blending Receptive		53%			
1st Grade -TPRI -Tejas Lee (2023-2024 Data)	TPRI		Tejas Lee		DL One Way Model Word Walls Pearlized Math Diana Ramirez Sing, Spell, Read, Write Lunita	RTI Differentiated Instruction Pull-Out Tutoring
	Screening Status					
	Frust./List	37%	Frust./List	30%		
	Instructional	10%	Instructional	44%		
	Independent	54%	Independent	26%		
2nd Grade -TPRI -Tejas Lee	TPRI		Tejas Lee		Sing, Spell, Read, Write Escaleras, Estrellitas Forde Ferrier, Boost	Tutoring RTI, Differentiated Instruction Small Group Intervention District support-pull outs
	Frust./List	32%	Frust./List	48%		
	Instructional	21%	Instructional	30%		
	Independent	47%	Independent	30%		
3rd Grade -TPRI -Tejas Lee	TPRI		Tejas Lee		Sing, Spell, Read, Write Escaleras Estrellitas Forde Ferrier Boost	Think Up, STAAR Ready Tutoring, RTI, Differentiated Instruction Small Group Intervention District support-pull outs Fluency- reading curriculum
	Screening Status					
	Frust./List	18%	Frust./List	40%		
	Instructional	27%	Instructional	40%		
	Independent	55%	Independent	20%		



## Correct Data- Fix Tables

	2024 Preliminary Scores		
	Progress		%
1 <sup>st</sup>	4	27	15%
2 <sup>nd</sup>	17	24	71%
3 <sup>rd</sup>	20	38	53%
4 <sup>th</sup>	17	38	45%
5 <sup>th</sup>	20	44	45%
Totals	78	171	46%
			Target 49%

Ranked	2023	2024	Goal
Listening	52%	52%	
Reading	53%	48%	
Speaking	26%	28%	
Writing	31%	20%	

# Comprehensive Needs Assessment

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**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Strategic Direction	Summary of Strengths	Challenges
<p><b>Effective Teaching and Learning</b></p>	<p>The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum &amp; Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:</p> <ul style="list-style-type: none"> <li>• Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.</li> <li>• The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels.</li> <li>• Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.</li> <li>• Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.</li> <li>• Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.</li> <li>• Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education students academic needs</li> <li>• Certified Tutor to provide additional support to dyslexia students</li> </ul>	<p>The area of literacy, specifically in reading comprehension and writing has been a challenge. We will continue to provide resources and allocate funds to the areas of need. The 2023 STAAR Performance results indicate academic gaps across content areas.</p> <ul style="list-style-type: none"> <li>• Continue to support teachers and provide enrichment for students so that students will be reading on level by third grade.</li> <li>• Limited Spanish reading resources in the lower grades such as additional leveled reading books</li> <li>• Cross curricular writing</li> <li>• Continue sending teachers to Professional development in all content areas particularly in writing.</li> <li>• The All-Student Group in Mathematics: Did Not Meet: 31%; Approaches: 69%; Meets: 35%; Masters: 11%</li> <li>• The All-Student Group in Reading: Did Not Meet: 36%; Approaches: 64%; Meets: 33%; Masters 12%</li> <li>• The All-Student Group in Science: Did Not Meet: 47%; Approaches: 53%, Meets: 26%; Masters: 9%</li> <li>• Teacher planning and delivery of instruction, feedback, coaching will be provided with more consistency in order to monitor the effectiveness.</li> </ul>

Strategic Direction	Summary of Strengths	Challenges
<p>Family &amp; Community Empowerment</p> <p>Student Support</p>	<ul style="list-style-type: none"> <li>• There has been an increase in parent participation at campus events such festivals, grandparents' day, parent/student/teacher conferences, Open House, Mothers Day and End of Year functions.</li> <li>• Parent resources, materials and communications are provided in both English and Spanish.</li> <li>• The campus social media sites usage has increased, and we have more parents and families follow our social media.</li> <li>• Blackboard is currently used to send mass emails, telephone text/calls informs parents of campus events.</li> <li>• House Parent Center</li> <li>• Student resources, materials and communication are provided in both English and Spanish.</li> <li>• Counselor follows the Counseling and Guidance Curriculum for student lessons</li> <li>• Safety Measures are taken at all campuses that ensure the safety of all the students and staff.</li> <li>• Police officers and or district security guards are stationed at the campus at all times.</li> <li>• Safety and Active Shooter Training are conduct for all teachers and staff.</li> <li>• Counselor is trained on referrals to LSSP to support students that are experiencing trauma, anxiety, depression or death.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all parents understand the state accountability system and its impact on their children academic achievement and academic growth.</li> <li>• Increase the consistency in Parent Academic Conferences [PAC] to share student progress needs.</li> <li>• Continue to ensure that all staff are trained on establishing a positive parent/teacher relationship</li> <li>• Teachers and campus administration hold the same expectations and apply discipline protocols consistently and fairly throughout the campus which has resulted in a steady decrease in disciplinary referrals.</li> <li>• All staff will be trained on creating a safe school culture and climate which includes a strong focus on customer service.</li> <li>• Training of all staff on assessment strategies</li> <li>• District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom.</li> <li>• Allocate funding for Teacher/Staff Professional Development on Social Emotional Learning or Restorative Practices</li> <li>• Train teachers on identifying emotion needs of students</li> </ul>



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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Strategic Direction	Summary of Strengths	Challenges
Leadership Growth	<ul style="list-style-type: none"><li>• The <i>Spirit of PSJA</i> selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies.</li><li>• Electronic Instructional Focus Walk through form</li><li>• The full development of the electronic Spirit of PSJA Evaluation tool</li><li>• Strong commitment and financial support to professional development and professional growth opportunities for staff</li><li>• Support for all teachers by the CLL.</li><li>• Train all staff on the TTESS Evaluation System- tied and connected during our weekly CLCs.</li></ul>	<ul style="list-style-type: none"><li>• Calibrating evaluations and creating a system to effectively measure performance pay to student achievement.</li><li>• Challenge of working in a 2-way campus</li></ul>

## Board of Education Goals

### Goal Area 1: Effective Teaching and Learning

- Reading, Reading/Language Arts, and Literacy
- Mathematics
- Science
- Instructional Technology

### Goal Area 2: Student Support

- Special Education Program, Emergent Bilinguals, Gifted & Talented Students, Migrant Students, Dyslexia Students, Response to Intervention

### Goal Area 3: Family & Community Empowerment

- Attendance
- Discipline Management
- Campus Safety Plan

### Goal Area 4: Leadership Growth

- Analysis of T-TESS Evaluation
- Bilingual Certified Teachers
- PD Trainings & PD Plan



# Daniel Ramirez Elementary

## Comprehensive Needs Assessment 2023-2024

Criteria Reviewed	Findings				Strategies Needed	
<b>PRE-KINDER</b>  • Circle Assessment (2022 Data)	M-Class Assessment				<b>Staff Dev/Resources</b> • DL Two Way Model • Frogstreet • Sing Spell Read Write • Estrellitas	• Small Group Interventions
	• English	92%				
	• Spanish	94%				
<b>KINDERGARTEN</b>  • TPRI • Tejas LEE (2022 Data)		TPRI	Tejas		<b>Staff Dev/Resources</b> • DL Two Way Model • Sing Spell Read Write • Practical Life/Hands-on Activities • Pearlized Math	• Sing Spell Read Write • Estrellitas • RTI • Ramirez Hawk Buddies • Tutoring
		Screening Status				
	D	78.1%	42.9%			
	SD	21.9%	57.1%			
<b>FIRST GRADE</b>  • TPRI • Tejas LEE		TPRI	Tejas		<b>Staff Dev/Resources</b> • DL One/Two Way Model • Word Walls • Pearlized Math • Diana Ramirez	• Sing Spell Read Write • Estrellitas • RTI • Differentiated Instruction • Ramirez Hawk Buddies
		Screening Status				
	Frust./List	91% G:10%	80%			
	Instructional	8.6% G:30%	0%			
	Independant	3% G:60%	20%			

# Daniel Ramirez Elementary

## Comprehensive Needs Assessment 2023-2024

Criteria Reviewed	Findings				Strategies Needed	
<b>SECOND GRADE</b>  • TPRI • Tejas LEE	Subgroup	TPRI	Tejas Lee		<b>Staff Dev/ Resources</b> • Sharon Wells Math • Diana Ramirez • Sing Spell Read Write • Escaleras • Estrellitas • Forde Ferrier	• Tutoring • Voyager • RTI • Differentiated Instruction • Ramirez Hawk Buddies • Intervention
		Screening Status				
	Frust/List	46% Goal:10%	42%			
	Instructional	6% Goal: 40%	19%			
	Independent	48% Goal: 60%	39%			
<b>THIRD GRADE</b>  • TPRI • Tejas LEE	Subgroup	TPRI	Tejas Lee		<b>Staff Dev/ Resources</b> • Sing Spell Read Write • Sharon Wells Math • Diana Ramirez • CA – STAAR Ready • Imagine Math • I Station	• Tutoring • Voyager • RTI • Differentiated Instruction • Ramirez Hawk Buddies • Intervention
		Screening Status				
	Frust/List	42% Goal: 10%	64%			
	Instructional	14% Goal: 40%	16%			
	Independent	44% Goal:60%	20%			
<b>THIRD GRADE STAAR</b>  • Reading • Math	Subgroup	Reading	Math		<b>Staff Dev/ Resources</b> • Sharon Wells Math • Forde Ferrier • Diana Ramirez • STAAR Ready • Think up • RTI FF	• Tutoring • Intervention • Data Analysis • Differentiated Instruction • Ramirez Hawk Buddies • Fluency – Reading Curriculum
	All	Did Not Meet: 44% Approaches: 56%  Meets: 25% Masters: 8%	Did Not Meet: 62% Approaches: 38%  Meets: 16% Masters: 5%			



## Data Resources Reviewed

1. 2023-2024 STAAR Campus Summary Report
2. TPRI, Tejas Lee, TX-KEA
3. 2023-2024 Attendance/Enrollment
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. TEEMS (T-TESS)
13. Software Reports: Summit K-12, Istation, Imagine Math, Footsteps to Brilliance, Renaissance Learning

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**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# 2024-2025 Goal Areas

**Goal Area 1:** Effective Teaching and Learning

**Goal Area 2:** Student Support

**Goal Area 3:** Family and Community Empowerment

**Goal Area 4:** Leadership Growth

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# Comprehensive Needs Assessment: Goal Area 1

Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Effective Teaching and Learning	<p>Sorensen provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C &amp; I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation.</p> <p>In addition:</p> <ul style="list-style-type: none"><li>• Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence.</li><li>• The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th</li><li>• Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.</li><li>• Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.</li><li>• Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.</li></ul>	<p>The area of literacy, specifically in reading comprehension has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.</p> <ul style="list-style-type: none"><li>• Student reading on level by second grade is an area that we as the district continue to work on and monitor.</li><li>• Developmental writing must be taught at all grade levels whether it is assessed at the state level or not.</li><li>• Professional development for teaching writing must be provided at all grade levels.</li><li>• Campus schedules need to reflect a dedicated time for writing instruction at all campuses</li><li>• Elementary Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness.</li><li>• Train teachers on curriculum effectiveness.</li></ul>



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# Comprehensive Needs Assessment: Goal Area 2

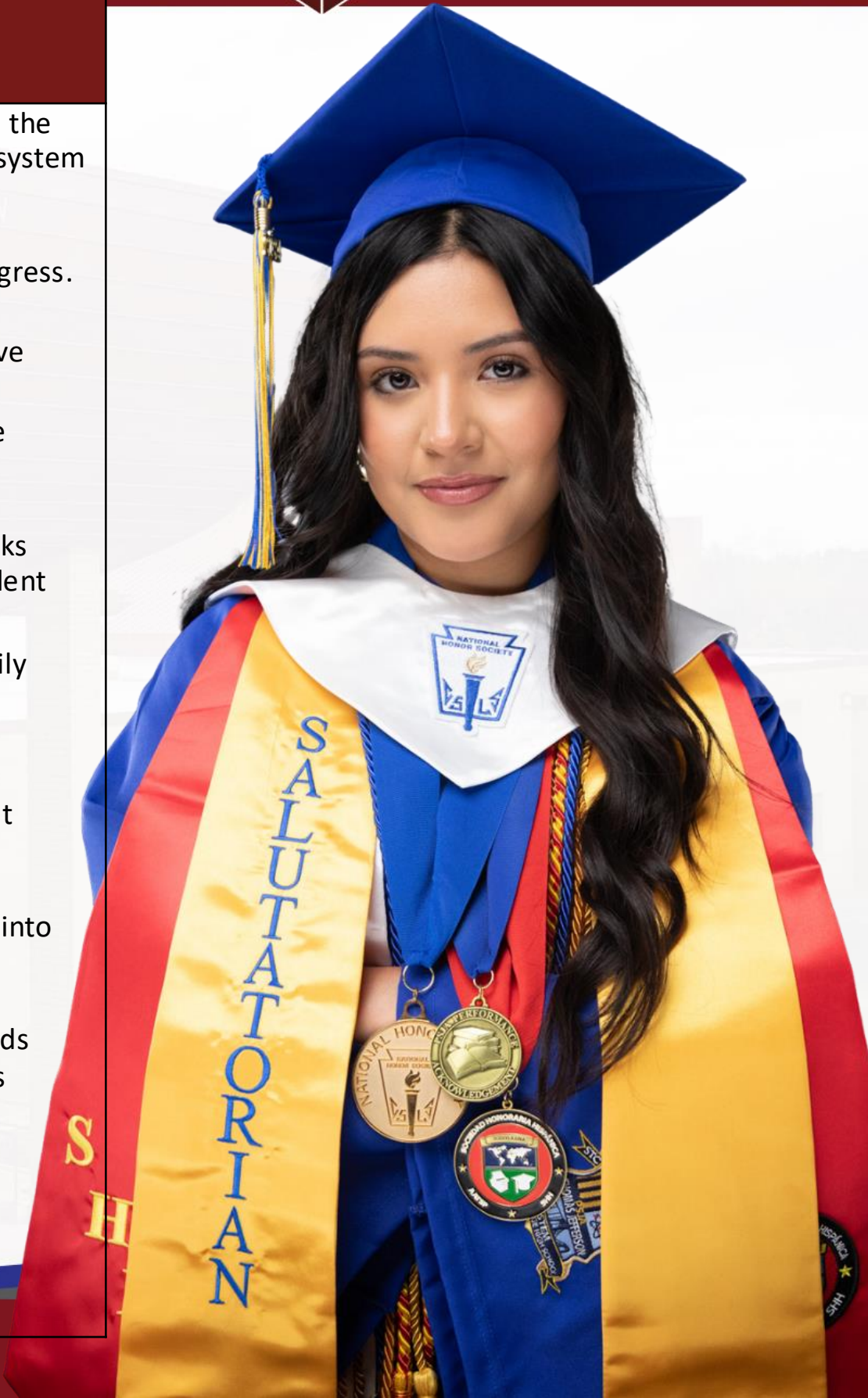
Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Student Support	<ul style="list-style-type: none"><li>• Special Education students did not meet all targets in the Academic Achievement status, Growth Status, Student Success Status and School Quality Status within the closing the gaps domain.</li><li>• English Learners met all targets in the Academic Achievement status, Student Success Status, School Quality Status and the ELA/Reading growth status within the closing the gaps domain.</li><li>• Economically disadvantaged student group met all targets in closing the gaps domain.</li><li>• Hispanic student group met all closing the gaps domain targets.</li><li>• In the area of participation, all student groups met all targets at 98% or higher.</li><li>• In the Texas Academic Performance Report indicates Special education students showed gains in 20 of 28 tested areas at Meets performance.</li><li>• Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education students academic needs</li></ul>	<p>As per the 23-24 Preliminary STAAR data,</p> <ul style="list-style-type: none"><li>• We have a 37% achievement gap at the Meets level on the 2024 STAAR between students identified as Special Education and the all student group in the area of ELA/Reading.</li><li>• English Learners(LEP) with Parental Denials, are behind the All student group by 23% in achievement.</li></ul> <p>Within the Domain III report,</p> <ul style="list-style-type: none"><li>• Former Special Education students missed the growth target in the area of math by 12% points.</li><li>• The English Language proficiency status was 2% points away from the target of 36%.</li></ul>





# Comprehensive Needs Assessment: Goal Area 3

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Family and Community Empowerment	<div><ul style="list-style-type: none"><li>• Parents have a high rate of participation at campus meetings and community education centers with meeting topics which are general in scope.</li><li>• Parent resources, materials and communications are provided in both English and Spanish.</li><li>• The district website and parental website informs parents of all events.</li><li>• Parent educators' professional development is based on local, state and national standards for parental involvement.</li><li>• Literacy, computer literacy , entrepreneurship, citizenship, welding and security guard certification classes are available for parents.</li><li>• Literacy centers are accessible and convenient for parents throughout the school district.</li><li>• Community partners provide practical classes for parents district-wide.</li><li>• Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals.</li><li>• All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service.</li><li>• Student resources, materials and communication are provided in both English and Spanish.</li><li>• District PreK- 12 Counseling and Guidance Curriculum and Structured Timelines</li><li>• District Counselor Café for Teachers: PD Workshops</li></ul></div>	<div><ul style="list-style-type: none"><li>• Parents meetings need to continue throughout the school year to explain the state accountability system and how it affects their children.</li><li>• Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress.</li><li>• Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships</li><li>• Staff needs training on how to effectively share assessment strategies with parents about their children's progress.</li><li>• Provide parents webinar training and phone links to help them better understand the STAAR student reports.</li><li>• Videos on state accountability have to be readily available for parents.</li><li>• Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently.</li><li>• Integrate the police and security departments into all emergency situations.</li><li>• District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom.</li><li>• Allocate funding for Teacher Professional Development on SEL or Restorative Practices</li></ul></div>



Optional Text Here



# Comprehensive Needs Assessment: Goal Area 4

Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Leadership Growth	<ul style="list-style-type: none"><li>• High employee retention, District is seen as an employer of choice</li><li>• District owned alternative certification program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program.</li><li>• Teacher Incentive Allotment grant provides an opportunity for qualifying staff to earn performance pay for improvement in student growth measures and their TTESS evaluation.</li><li>• The <i>Spirit of PSJA</i> selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies.</li><li>• Continue to provide trainings on SGM's and TTESS during CLCs to promote leadership growth</li><li>• Electronic Instructional Focus Walkthrough form</li><li>• The full development of the electronic Spirit of PSJA Evaluation tool</li><li>• Strong commitment and financial support to professional development and professional growth opportunities for staff</li><li>• District support for all teachers to be fully certified for assigned teaching assignment.</li></ul>	<ul style="list-style-type: none"><li>• TEA's new rules require all English Language Arts teachers to be bilingually or ESL certified.</li><li>• Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture.</li><li>• Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating.</li><li>• Seeking continuation of funding to support NTC with Meadows grant funds.</li><li>• Calibrating evaluations and creating a system to effectively measure performance pay to student achievement.</li><li>• Support and funding master's programs so that teachers can teach dual credit classes.</li><li>• Funding for teacher stipends (hard to staff, Dual credit), and professional development</li><li>• Walkthrough form is not fully aligned with TTESS rubric</li></ul>





## Goal Area 1: Effective Teaching and Learning

**Annual Goal 1:** Percent of students who perform at meets grade level or above on STAAR MATH in Domain 1 will increase by ten percentage points by June 2025.

- Objective 1: In Domain 1, the percent of students performing at meets Math 3-5 will increase from 46% to 60% by having access to standards-aligned curriculum and small group instruction (14 points away from goal).
- Objective 2: The percent of English Learners who perform at meets Math 3-5 will increase from 35% to 45% by 20having access to standards-aligned curriculum and data driven instruction using ELPS.
- Objective 3: The percent of students at-Risk and SPED who perform at meets Math 3-5 will increase from 18% to 28% by having access to standards-aligned curriculum and individualized instruction

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# **Goal Area 1: Effective Teaching & Learning**

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**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS



Daniel Ramirez Elementary

GOAL AREA 1: Effective Teaching & Learning

Goal Area: 1	Improve Student Academic Achievement						
Annual Goal:1	All identified student groups in the student academic achievement domain will meet 70% of the indicators in the Academic Achievement component by June 2024						
Objective:1	All identified student groups in the student academic achievement domain will be monitored to ensure that at least 70% of the indicators in the Academic Achievement componet are met						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor student progress weekly and drive interventions	Principal Assistant Principal Teachers	District Curriculum Istation Imagine Math Unique Read Well Read Write STAAR Releases CBAs	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	DMAC Data Reports Progress Monitoring Walk-Throughs Lesson Plans TPRI/Tejas LEE/ TX-KEA Circle Student Work	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report.	Weekly Tests CBA/BM STAAR TELPAS STAR Diagnostic TPRI/Tejas LEE TX KEA Circle	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C)
Action Steps							
1) Use ongoing district built formative and summative assessments by grade level. (e.g., weekly, unit, CBA, BM I & II, Practice Listening & Speaking Sets)							
2) Use assessment data to drive intervention plans and build intervention time into the day at every level.							
3) Provide instruction and interventions that are directly related to student's needs as demonstrated by data (e.g., enrichment classes & camps, tutorials, extended learning time, academies, summer school)							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring.	Principal Assistant Principal Teachers	District Curriculum Istation Imagine Math Unique Read Well Read Write STAAR Releases CBAs	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Curriculum weekly tests Progress Monitoring Walk-Throughs Lesson Plans Student Work Grading Book	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report.	Weekly Tests CBA/BM STAAR TELPAS STAR Diagnostic TPRI/Tejas LEE TX KEA Circle	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C), high quality and ongoing professional development (A,B,C)
Action Steps							
1) Re-establish priorities based on data and identify student needs as needed							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resources on a timely manner to ensure student success							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technology resources to facilitate reading development and differentiate student learning	Principal Assistant Principal Teachers CLL	MyON Istation Imagine Math Unique Read Well Read Write Student Technology Devices District-	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	ISTATION Reports Imagine Math Reports Progress Monitoring Walk-Throughs Lesson Plans Student Work Grading Book	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report.	Weekly Tests CBA/BM STAAR TELPAS STAR Diagnostic TPRI/Tejas LEE TX KEA Circle	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing
Acrion Steps							
1) Allocate resources (e.g., Istation, Accelerated Reading/Star software, Voyager, Learning Ally, Sounds Sensible and myON) to facilitate reading development for student groups							
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							
3) Ensure that campus schedules allow for instructional time for program implementation							

Daniel Ramirez Elementary

GOAL AREA 1: Effective Teaching & Learning

Goal Area 1:		Improve Student Academic Achievement					
Annual Goal 2:		4th and 5th grade will increase meets and masters in the area of Reading by 10% by June 2024.					
Objective 2:		Implement a curriculum that will provide all students the opportunity to successfully increase meets and masters in the area of Reading by 10% by June 2024.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement extended day intervention and Saturday intervention academies.	Principal Assistant Principal Teachers CLL	MyON Istation Imagine Math Unique Read Well Read Write Student Technology Devices District- approved platforms (GC, Class DOJO, G	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	ISTATION Reports Imagine Math Reports Progress Monitoring Lesson Plans Student Rosters Grading Book Time Sheets	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), Teacher decision-making regarding assessments (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C)
Action Steps							
1) Use teacher aides to reinforce instruction (PK-5th) and teachers provide small group instruction.							
2) Allocate funds to pay teachers/interventionists.							
3) Purchase research-based supplemental resources aligned to the TEKS (e.g. Forde Ferrier, STAAR Master, Motivational Reading, Kamico, Accelerated Reader, Galaxy, Sciencesaurus, K12 Summit)							
4) Provide instruction and interventions that are directly related to students’ needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide researched-based professional development for teachers.	Principal Assistant Principal CLL	DMAC reports TPRI/Tejas LEE TX KEA Circle TELPAS STAAR Release Data Curriculum PD Hoonuit Learning Pathways	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Provide professional development through district approved consultants.							
2) Teachers will attend research-based trainings and conferences at the local and state level.							
3) Provide coaching, modeling, learning walks, and trainings by CLL through research-based strategies.							
4) Provide technology training for teachers and instructional aides to meet the needs of the students.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use classroom computers and electronic devices to enhance and reinforce instruction.	Principal Assistant Principal Teachers CLL CIT Lab Manager	Desktops COWS Student devices WIFI/Hot Spots Computer Labs	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	McREL/Walkthroughs Progress Monitoring Lesson Plans Teacher/Administrator Conferences ISTATION reports Imagine Math reports	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Acion Steps							
1) Utilize budget to purchase research-based software and hardware to supplement PreK through 5th grade curriculum (Chromebooks, IPADS, Laptops, Smart TVs, Promethean boards, printers, ink, COWS, tablets, hotspots, headphones, earpiece, blue light glasses).							
2) Conduct a needs assessment for technology and trainings.							
3) Integrate technology TEKS in the curriculum.							



## GOAL AREA 1: Effective Teaching & Learning

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## Goal Area 2: Student Support

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PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS





Daniel Ramirez Elementary

GOAL AREA 2: Student Support

Daniel Ramirez Elementary

GOAL AREA 2: Student Support

Goal Area 2:	Closing the Gap						
Annual Goal 1:	All identified student groups in the Closing the Gap domain will meet 70% of the indicators in the Academic Achievement component by June 2024.						
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 70% of the indicators in the Academic achievement component are met by June 2024.						
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a parental involvement program that will provide a home-school connection to ensure academic success.	Principal Assistant Principal Teachers Parent Educator Counselor	Funds for refreshments PAC meeting calendar Social media Local community/district speakers	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Sign-in sheets Recorded virtual meetings PAC meeting agenda Parent feedback/survey Meeting advertisements Social media	Increase academic performance of all student groups in all BM, STAAR tested subjects, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), strategies to increase parental involvement (A,C,D)
Acron Steps							
1) Conduct meet the teacher night, curriculum night, TELPAS information meeting, STAAR information meeting, TPRI/Tejas LEE, Circle							
2) Promote parental involvement through social media (e.g., Class DOJO, Facebook, Google Classroom, TEAMS, school website)							
3) Schedule parent/teacher conferences to discuss assessment results, student conduct, student goals and academic performance							
4) Conduct monthly PAC meetings to discuss ways to help their child: offer both AM and PM times, in person and virtual meetings.							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Ensure additional assistance to students who experience difficulty mastering content and performance standards (TEKS/STAAR),	Principal Assistant Principal Teachers Counselor CLL	District Curriculum CBA/BM STAAR Data DMAC Reports	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples RTI/504/IEPs DMAC Reports  45	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance: RTI (BOY, MOY, EOY) 504 (yearly and as needed), Progress Monitoring (weekly)							
2) Staff development for teachers related to identification of learning and academic difficulties							
3) Teacher/parent conferences to discuss: a) what the school will do to help the student meet the standards b) what the parents can do to help the student's performance c) additional assistance at the school or elsewhere in the community							



Daniel Ramirez Elementary

GOAL AREA 2: Student Support

Daniel Ramirez Elementary

GOAL AREA 2: Student Support

Goal Area 2:	Closing the Gap						
Annual Goal 2:	All student groups will participate in the district/campus Social Emotional Learning (SEL) program to support social-emotional and academic success by June 2024.						
Objective 2:	All student groups will be expected to engage in Social Emotional Learning activities at least 100% of the time by June 2024.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Address at-risk population to support their emotional, social, and academic needs.	Principal Assistant Principal Teachers Counselor	District G & C Curriculum SEL Virtual Lessons WITS SuccessEd (RTI/504) Student incentives/resources Student devices (virtual support)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples RTI/504/IEPs	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Incorporate yearly programs and practices such as WITS, Red Ribbon activities, Career Day, schoolwide expectations, bullying prevention, fire prevention, awards assemblies, Superstar Celebration							
2) Counselor will attend state and local conferences and trainings for continued professional development.							
3) Counselor will provide the following services: RTI/504 identification and case management, guidance lessons, individual and group counseling, monthly parental meetings, staff trainings every six weeks							
4) Support the SEL needs for students by providing staff with resources (books, trainings, book study groups)							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement the district's Elementary Guidance and Counseling curriculum	Principal Assistant Principal Counselor	District G & C Curriculum SEL Virtual Lessons WITS Student incentives/resources Student devices (virtual support)	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples RTI/504/IEPs 46	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report. Closing the achievement gap among student groups Decrease in discipline referrals	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Implement virtual Social Emotional Learning lessons by posting on Google Classroom and in-person guidance lessons for all grade levels.							
2) Teachers will be trained by counselor/district to access and deliver Social Emotional Learning lessons available on Sharepoint.							
3) Social Emotional Learning lessons will be integrated by teachers through the district's Reading curriculum							

Daniel Ramirez Elementary

GOAL AREA 2: Student Support

Daniel Ramirez Elementary

GOAL AREA 2: Student Support

Goal Area 2:	Closing the Gap						
Annual Goal 3:	All EBs will participate in TELPAS online tutorials that will increase Listening, Speaking, Reading and Writing.						
Objective 2:	70 % of student groups will be expected to increase in at least one proficiency rating of Listening, Speaking, Reading and Writing by June 2024.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement English Language Instruction block with fidelity	Principal Assistant Principal CLL Teachers	TELPAS Online Practice District Curriculum Summit K12 Istation ELPS Strategies	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples Summit K12 Progress Measuring & BMs	Increase academic performance of all EB students	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Encourage students to speak in complete sentences.							
2) All staff modeling speaking incomplete sentences.							
3) Weekly Istation Lessons							
4) Weekly Summit K12 Lessons							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train all staff on TELPAS descriptors and online student tutorials	Principal Assistant Principal CLL Reading Coach	TELPAS Online Practice District Curriculum Summit K12 Istation ELPS Strategies	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples PD  47	Increase academic performance of all EB students	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Teachers will be training on TELPAS descriptors and the online practice tutorials							
2) Teachers will be trained on how to promote biweekly TELPAS online tutorials.							



Daniel Ramirez Elementary

GOAL AREA 2: Student Support

Daniel Ramirez Elementary

GOAL AREA 2: Student Support

Goal Area 2:	Closing the Gap						
Annual Goal 3:	All EBs will participate in TELPAS online tutorials that will increase Listening, Speaking, Reading and Writing.						
Objective 2:	70 % of student groups will be expected to increase in at least one proficiency rating of Listening, Speaking, Reading and Writing by June 2024.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement English Language Instruction block with fidelity	Principal Assistant Principal CLL Teachers	TELPAS Online Practice District Curriculum Summit K12 Istation ELPS Strategies	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples Summit K12 Progress Measuring & BMs	Increase academic performance of all EB students	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Encourage students to speak in complete sentences.							
2) All staff modeling speaking incomplete sentences.							
3) Weekly Istation Lessons							
4) Weekly Summit K12 Lessons							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train all staff on TELPAS descriptors and online student tutorials	Principal Assistant Principal CLL Reading Coach	TELPAS Online Practice District Curriculum Summit K12 Istation ELPS Strategies	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples PD  48	Increase academic performance of all EB students	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Teachers will be training on TELPAS descriptors and the online practice tutorials							
2) Teachers will be trained on how to promote biweekly TELPAS online tutorials.							

Goal Area 2:	Closing the Gap						
Annual Goal 3:	All student groups will participate in TELPAS online tutorials that will increase Listening, Speaking, Reading and Writing ratings by June 2021.						
Objective 3:	70% of student groups will be expected to increase to one proficiency rating in Listening, Speaking, Reading and Writing by June 2021.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement English Language Instruction block with fidelity	Principal Assistant Principal Teachers	Telpas Online Practice resource book District Curriculum Reach Istation ELPS Strategies	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report, TELPAS ratings. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Encourage students to speak in complete sentences virtually and in person.							
2) Teachers modeling speaking in complete sentences.							
3) Weekly Istation lessons.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train all staff on TELPAS descriptors and online student tutorials.	Principal Assistant Principal Teachers	TELPAS Online Practice resource book District Curriculum Reach Istation ELPS Strategies	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Walkthroughs Progress Monitoring Data Lesson Plans Student Work Samples Professional Development	Increase academic performance of all student groups in all BM, STAAR, TPRI/Tejas Lee/TX KEA and Circle (BOY/MOY/EOY), report card, fluency report, TELPAS ratings. Closing the achievement gap among student groups	Weekly Tests CBA/BM STAAR TELPAS TPRI/Tejas LEE Circle TX KEA	Comprehensive Needs Assessment (A,B,C), Reform strategies (A,B,C), Integration of Federal, State, & Local Services (A,B,C), high quality and ongoing professional development (A,B,C), effective and timely assistance to students experiencing difficulty (A,B,C), instruction by highly qualified teachers (A,B,C)
Action Steps							
1) Teachers will be trained on TELPAS descriptors and the online practice resource book.							
2) Teachers will be trained on how to promote biweekly TELPAS online tutorials.							
3) Implement classroom activities that promote listening, speaking, reading and writing in English.							
4) Purchase student headsets with built in microphones for TELPAS online assessments.							





## Goal Area 3: Family & Community Involvement

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## Goal Area 4: Leadership Growth

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Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2023.						
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a T-TESS evaluation tool.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	Campus principal, assistant principal, CLL	Spirit of PSJA training materials	Fall, Spring	Use of the Evaluation tool, two evaluations entered per staff member	Improved customer service, increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5
Action Steps							
1) Schedule the fall training							
2) Monitor and review professional development goals to create training based on needs and goals							
3) Schedule Spirit of PSJA Categories and behaviors trainings							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Staff will create clear professional development goals and expectations.	Employees being evaluated, supervisor	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service, increased efficiency and happier employees	Goals entered into evaluation system	Local T1 #3#5
Action Steps							
1) Train staff on evaluation tool							
2) Give staff timeline to complete the self-evaluation and goal setting							
3) Offer growth opportunities to staff							

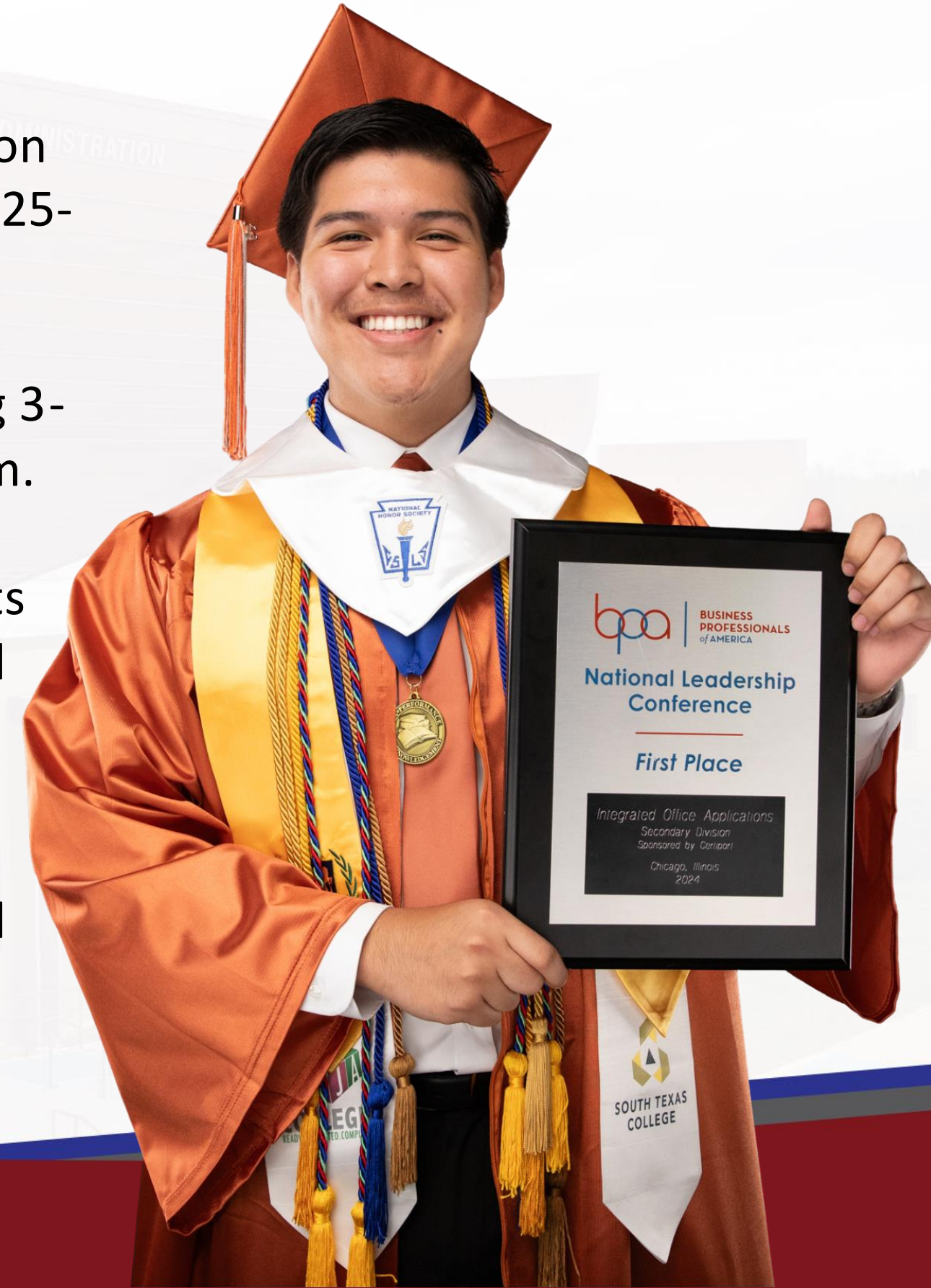
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# 2024-2025 Campus Goals

## Goal Area 1: Effective Teaching and Learning

**Annual Goal 1:** Percent of students who perform at meets grade level or above on STAAR Reading in Domain 1 will increase by twelve percentage points by June 2025- from a 48% in 2024 to a 60% in 2025.

- Objective 1: In Domain 1, the percent of students performing at meets Reading 3-5 will increase from 48% to 60% by having access to standards-aligned curriculum.
- Objective 2: In Domain II, the percent of English Learners who perform at meets Reading 3-5 will increase from 31% to 41% by having access to standards-aligned curriculum and data driven instruction
- Objective 3: The percent of students at-Risk and SPED who perform at meets Reading 3-5 will increase from 29% to 30% by having access to standards-aligned curriculum and individualized instruction.





# 2024-2025 Campus Goals

## Goal Area 1: Effective Teaching and Learning

**Annual Goal 3:** In Domain I, the percent of students who perform at meets grade level or above on STAAR Science will increase by fifteen percentage points by June 2025, going from a 22% in 2024 to a 37% in 2025.

- Objective 1: The percent of students performing at meets 5th Grade Science will increase from 22% to 37% for Science by having access to standards-aligned curriculum
- Objective 2: The percent of English Learners who perform at meets in 5th Grade Science will increase from 15% to 25% by having access to standards-aligned curriculum
- Objective 3: The percent of students at-Risk and SPED who perform at meets in 5th Grade Science will increase from 7% to 17% by having access to standards-aligned curriculum



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# 2024-2025 Campus Goals

## Goal Area 2: Student Support

**Annual Goal 2:** At least 90% of indicators evaluated in Academic Growth Status will be met by all student groups by June 2025

- **Objective 1:** All students will demonstrate a 5% increase of academic progress in the areas of Reading and Math by June 2025
- **Objective 2:** All Special Education students will be monitored bi-weekly to demonstrate 2% growth in the areas of Reading and Math assessments by June 2025
- **Objective 3:** All English Language Learners will demonstrate a 5% increase of academic progress in Reading and Math



		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Growth Status: RLA	Targets														
	Baseline: Average of 2019 and 2022	72%	68%	71%	75%	71%	86%	72%	74%	69%	70%	69%	56%	73%	73%
	2022-23 through 2026-27	72%	68%	71%	75%	71%	86%	72%	74%	69%	70%	69%	56%	73%	73%
	2027-28 through 2031-32	80%	77%	79%	82%	79%	89%	80%	81%	78%	78%	78%	66%	80%	80%
	2032-33 through 2036-37	88%	86%	87%	89%	87%	92%	88%	88%	87%	86%	87%	76%	87%	87%
Growth Status: Math	2037-38	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	86%	95%	95%
	Baseline: Average of 2019 and 2022	72%	65%	71%	75%	71%	89%	74%	73%	70%	73%	69%	59%	73%	73%
	2022-23 through 2026-27	72%	65%	71%	75%	71%	89%	74%	73%	70%	73%	69%	59%	73%	73%
	2027-28 through 2031-32	80%	75%	79%	82%	79%	91%	81%	80%	78%	80%	78%	69%	80%	80%
	2032-33 through 2036-37	88%	85%	87%	89%	87%	93%	88%	87%	86%	87%	87%	79%	87%	87%
	2037-38	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	89%	95%	95%



# 2024-2025 Campus Goals

## Goal Area 2: Student Support

**Annual Goal 3:** At least 56% of English Language Learners will advance by at least one proficiency level of TELPAS Composite rating by June 2025

- **Objective 1:** By June 2025, our campus will commit to implementing the adopted Dual Language program requirements in grades PK to 5<sup>th</sup>
- **Objective 2:** By June 2025, our campus will monitor the progress of second language acquisition every marking period through embedded supports and ELPS strategies through weekly walkthroughs and lessons. Walkthrough data will reflect which ELPS component teachers are using.
- **Objective 3:** By June 2025, staff services English Language Learners will be proficient in dual language support systems such as ELPS, Summit K12, the TELPAS exam, and Footsteps to Brilliance.
- **Objective 4:** All Emergent Bilinguals will be monitored weekly, CBA, and Benchmarks to ensure that they are being successful in their reading exams.
- **Objective 5:** All Emergent Bilinguals will be monitored every six weeks to ensure that they are completing the number of minutes for Summit K-12 and monitored through their BOY, MOY, and EOY Summit K12 exams.



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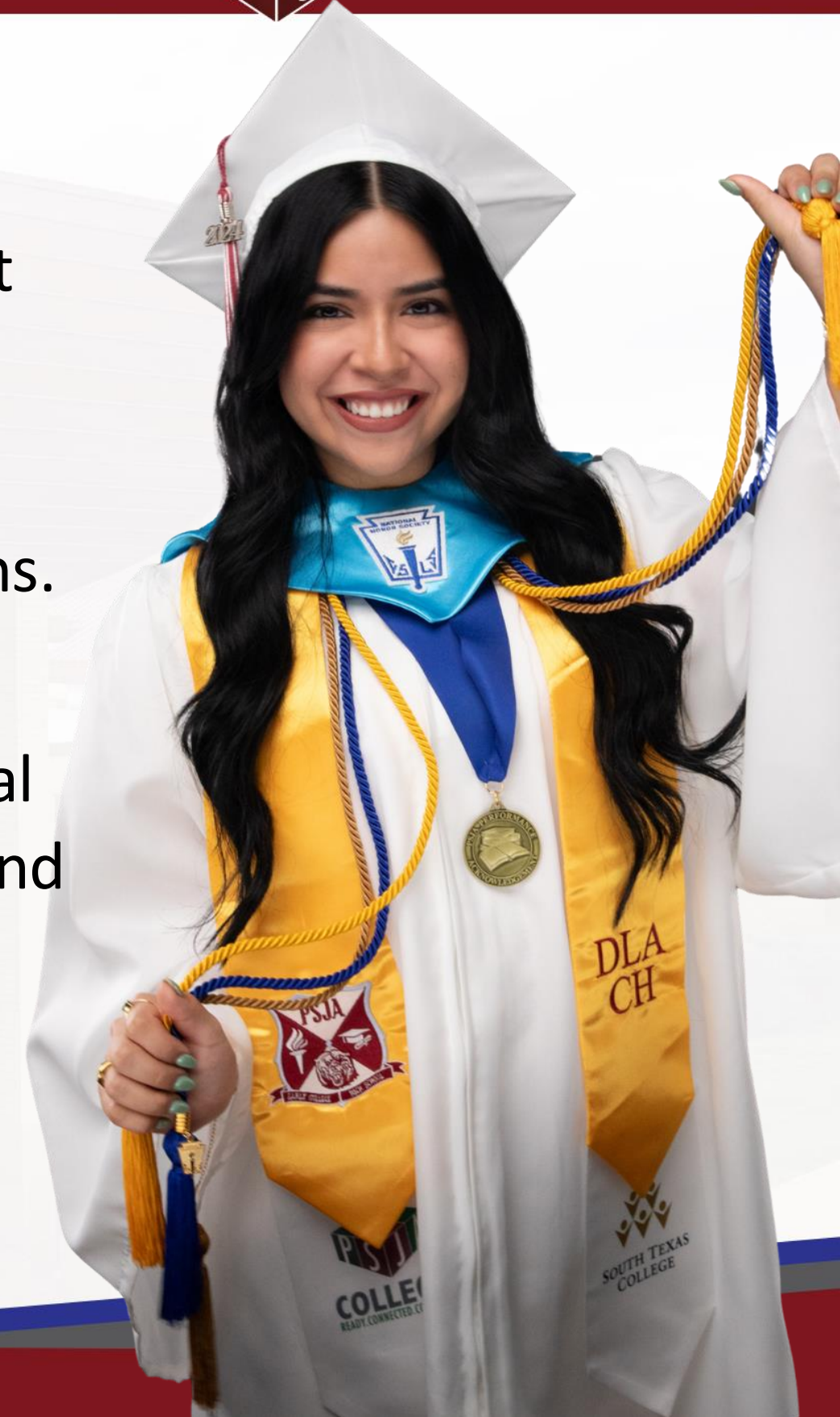


# 2024-2025 Campus Goals

## Goal Area 3: Family and Community Empowerment

**Annual Goal 1:** By June 2025, our campus positive culture and climate will increase based on teacher and staff perception of staff-student and staff-parent and community relationships

- **Objective 1:** By June 2025, student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons.
- **Objective 2:** By June 2025, 100% of teachers and staff will participate in Social Emotional Learning (Teacher Café presentations) professional development and implement strategies to improve staff-student relationships.
- **Objective 3:** By June 2025, 100% of staff will participate in Fundamental Five Book Study to promote Teamwork, health and well-being of all staff.



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# 2024-2025 Campus Goals

## Goal Area 3: Family and Community Empowerment

**Annual Goal 2:** By June 2025, the student's perceptions for their physical and psychological school safety will improve to 100%

- **Objective 1:** By June 2025, 100% of staff will implement safety and violence prevention protocols to increase school wide safety
- **Objective 2:** By June 2025, the Campus Threat Assessment Team will complete training on the Texas School Safety Center to promote and increase school wide safety.
- **Objective 3:** By June 2025, Sorensen Elementary will continue using safety measures, such as utilizing the school Raptor for any visitor coming into the campus and continue to do drills such as lock downs and intruder detection audit drills to increase school wide safety.

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## Goal Area 3: Family and Community Empowerment

- **Annual Goal 3:** By June 2025, family involvement and their interaction with their child's school will increase by providing opportunities for parents to engage meaningfully on campus.
- **Objective 1:** By June 2025, 50% of parents will participate in informational, curriculum, literacy night, and parent CAFÉ sessions on campus.
- **Objective 2:** By June 2025, 100% of parents will be connected with community partners and resources.

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## Goal Area 4: Leadership Growth

**Annual Goal 1:** All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time

- **Objective 1:** All teachers will use research-based instructional strategies in their daily lessons to increase student engagement and achievement
- **Objective 2:** All teachers will use researched-based materials; to include digital and hardcopy to enhance and target student needs
- **Objective 3:** Administrators will use walk-through data to monitor, provide constructive feedback and support teacher effectiveness

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## Goal Area 4: Leadership Growth

**Annual Goal 2:** Use evaluation systems to increase staff quality, recruitment and retention

- **Objective 1:** Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessments
- **Objective 2:** Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback.
- **Objective 3:** Complete the Spirit of PSJA evaluations twice a year for all staff NOT evaluated by T-TESS/ T-PESS evaluation tool
- **Objective 4:** Use data collected in the evaluation system to offer professional growth opportunities for all staff for means of recruitment and retention





# PROFESSIONAL DEVELOPMENT PLAN

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# 2024-2025 Campus Professional Development Plan





PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

# OPPORTUNITIES FOR ALL!

## Stay Connected!

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