Daniel Ramirez Elementary
Campus Improvement Plan
2025-2026

Submitted for Board Approval on _____ _____ 2025

Board Approved Date: _____ *2025*

DANIEL RAMIREZ ELEMENTARY

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 Elementary will meet the needs of all our students by challenging them to achieve the highest level of success through student-centered, technology driven, 21st century instruction.
Students will benefit from a dual language foundation to excel in a biliteral society.
We will promote career and college readiness and maintain strong partnerships with our parents and community by providing engaging and relevant learning experiences, fostering a supportive environment, and actively involving all stakeholders in our students' education.

Texas Accountability System

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

Retrieve on Nov. 11, 2024 from: 2024 Accountability System | Texas Education Agency

2025:   2025 Ramirez Elementary Accountability Report
2024:   2024 Ramirez Elementary Accountability Report
2023:   2023 Ramirez Elementary Accountability Report

Strategic Direction

2025-2026 School Board Members and Superintendent's Cabinet

PSJA School Board
Diana Serna, President
Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
Carlos G. Villegas, Jr., Member

Superintendent's Cabinet
Dr. Alejandro Elias, Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

Senior Staff
Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Mario Bracamontes, Sustainability Administrator
Dr. Nora Cantu, Executive Officer for Academics
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Campus Site-Based Decision Committee Members

Name	Title
Yadira Galvan	Principal
Monica Reyna	Assistant Principal
Claudia De La Cruz	Counselor
Denisse Garcia	CLL
Lizbeth Auces	Teacher
Abelardo Garza	Teacher
Celina Livingston	SPED Teacher
Maria Reyna	Teacher
Wendy Salazar	Teacher
Nallely Rivera	Parent
Imelda Lopez	Parent
Jeorge Guerrero	Business Representative

Campus Executive Summary

Demographics Summary: The current enrollment at Daniel Ramirez Elementary as of August 2025 is 457 in PK 3 through 5th grade. 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, 19.86% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 3.4% 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: 64%, Meets 34% and Masters: 11%; Reading: Approaches: 69%, Meets 41% and Masters: 14%; Science: Approaches: 53%, Meets: 22% and Masters 10%.

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 two-dual language campus where all students receive bilingual education. 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 during blended learning, intervention groups, 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 (3rd, 4th, and 5th grades) and by increasing at least 10% in all subject areas and subgroups. We will focus on growth for 4th & 5th grade while being intentional in meeting the interim targets for math and reading (in all subgroups). Our 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 growth and success of all students.

Campus Comprehensive Needs Assessment
Kindergarten

Campus: **DANIEL RAMIREZ EL**

CAMPUS		GKG Tejas LEE BOY 2024-2025	
	1- Masters	0	0%
	2- Meets	5	25%
	3- Approaches	11	55%
	4- Does Not Meet+	2	10%
	5- Does Not Meet	2	10%

CAMPUS		GKG Tejas LEE MOY 2023-2024		GKG Tejas LEE MOY 2024-2025	
	1- Masters	14	39%	5	25%
	2- Meets	12	33%	8	40%
	3- Approaches	8	22%	5	25%
	4- Does Not Meet+	1	3%	2	10%
	5- Does Not Meet	1	3%	0	0%

CAMPUS		GKG Tejas LEE EOY 2023-2024		GKG Tejas LEE EOY 2024-2025	
	1- Masters	31	78%	13	62%
	2- Meets	4	10%	5	24%
	3- Approaches	3	8%	2	10%
	4- Does Not Meet+	1	3%	1	5%
	5- Does Not Meet	1	3%	0	0%

Campus: **DANIEL RAMIREZ EL**

CAMPUS		GKG TPRI BOY 2024-2025	
	1- Masters	15	43%
	2- Meets	7	20%
	3- Approaches	4	11%
	4- Does Not Meet+	5	14%
	5- Does Not Meet	4	11%

CAMPUS		GKG TPRI MOY 2023-2024		GKG TPRI MOY 2024-2025	
	1- Masters	10	32%	23	64%
	2- Meets	8	26%	8	22%
	3- Approaches	10	32%	3	8%
	4- Does Not Meet+	1	3%	1	3%
	5- Does Not Meet	2	7%	1	3%

CAMPUS		GKG TPRI EOY 2023-2024		GKG TPRI EOY 2024-2025	
	1- Masters	20	69%	29	81%
	2- Meets	7	24%	3	8%
	3- Approaches	2	7%	2	6%
	4- Does Not Meet+	0	0%	1	3%
	5- Does Not Meet	0	0%	1	3%

Kinder Readiness				
Campus	2022-2023	2023-2024	2024-2025	2025-2026
Ramirez	56.6	28.4	34	49

Campus Comprehensive Needs Assessment Continued
1st Grade

Campus: **DANIEL RAMIREZ EL** District: **PHARR-SAN JUAN-ALAMO ISD**

CAMPUS		G01 TPRI BOY 2020-2021		G01 TPRI BOY 2021-2022		G01 TPRI BOY 2022-2023		G01 TPRI BOY 2023-2024		G01 TPRI BOY 2024-2025	
	1- Masters	3	9%	4	9%	0	0%	5	16%	6	20%
	2- Meets	5	16%	4	9%	5	15%	3	10%	4	13%
	3- Approaches	9	28%	8	19%	3	9%	11	36%	5	17%
	4- Does Not Meet+	10	31%	10	23%	13	38%	4	13%	10	33%
	5- Does Not Meet	5	16%	17	40%	13	38%	8	26%	5	17%

CAMPUS		G01 TPRI MOY 2020-2021		G01 TPRI MOY 2021-2022		G01 TPRI MOY 2022-2023		G01 TPRI MOY 2023-2024		G01 TPRI MOY 2024-2025	
	1- Masters	18	56%	21	45%	15	44%	22	71%	21	68%
	2- Meets	0	0%	3	6%	2	6%	0	0%	0	0%
	3- Approaches	10	31%	7	15%	8	24%	2	7%	7	23%
	4- Does Not Meet+	2	6%	10	21%	6	18%	3	10%	0	0%
	5- Does Not Meet	2	6%	6	13%	3	9%	4	13%	3	10%

CAMPUS		G01 TPRI EOY 2020-2021		G01 TPRI EOY 2021-2022		G01 TPRI EOY 2022-2023		G01 TPRI EOY 2023-2024		G01 TPRI EOY 2024-2025	
	1- Masters	16	52%	22	43%	21	62%	22	67%	21	66%
	2- Meets	6	19%	10	20%	5	15%	2	6%	2	6%
	3- Approaches	6	19%	8	16%	4	12%	2	6%	3	9%
	4- Does Not Meet+	2	7%	7	14%	1	3%	3	9%	4	13%
	5- Does Not Meet	1	3%	4	8%	3	9%	4	12%	2	6%

Campus: **DANIEL RAMIREZ EL** District: **PHARR-SAN JUAN-ALAMO ISD**

CAMPUS		G01 Tejas LEE BOY 2020-2021		G01 Tejas LEE BOY 2021-2022		G01 Tejas LEE BOY 2022-2023		G01 Tejas LEE BOY 2023-2024		G01 Tejas LEE BOY 2024-2025	
	1- Masters	0	0%	0	0%	2	10%	7	37%	11	38%
	2- Meets	3	10%	0	0%	2	10%	1	5%	3	10%
	3- Approaches	1	3%	3	12%	1	5%	4	21%	2	7%
	4- Does Not Meet+	9	31%	8	31%	5	24%	3	16%	9	31%
	5- Does Not Meet	16	55%	15	58%	11	52%	4	21%	4	14%

CAMPUS		G01 Tejas LEE MOY 2020-2021		G01 Tejas LEE MOY 2021-2022		G01 Tejas LEE MOY 2022-2023		G01 Tejas LEE MOY 2023-2024		G01 Tejas LEE MOY 2024-2025	
	1- Masters	7	23%	2	8%	6	29%	15	75%	21	68%
	2- Meets	1	3%	5	20%	1	5%	1	5%	1	3%
	3- Approaches	4	13%	8	32%	5	24%	1	5%	5	16%
	4- Does Not Meet+	11	37%	6	24%	8	38%	2	10%	2	7%
	5- Does Not Meet	7	23%	4	16%	1	5%	1	5%	2	7%

CAMPUS		G01 Tejas LEE EOY 2020-2021		G01 Tejas LEE EOY 2021-2022		G01 Tejas LEE EOY 2022-2023		G01 Tejas LEE EOY 2023-2024		G01 Tejas LEE EOY 2024-2025	
	1- Masters	9	32%	17	63%	10	50%	19	86%	29	94%
	2- Meets	5	18%	2	7%	2	10%	0	0%	0	0%
	3- Approaches	2	7%	3	11%	2	10%	1	5%	1	3%
	4- Does Not Meet+	6	21%	2	7%	5	25%	0	0%	1	3%
	5- Does Not Meet	6	21%	3	11%	1	5%	2	9%	0	0%

2025 End of Year Assessment - GRADE 1
OVERALL READING FLUENCY

TPRI - ENGLISH

Campus	Total Tested	LISTENING ONE		READING BOTH	
		Count	%	Count	%
Escobar	43	4	9.3%	39	90.7%
Kelly-Pharr	35	6	17.1%	29	82.9%
Garza-Pena	31	7	22.6%	24	77.4%
Cantu	52	14	26.9%	38	73.1%
Ramirez	32	9	28.1%	23	71.9%
Arnold	53	15	28.3%	38	71.7%
Garza	61	18	29.5%	43	70.5%
Longoria	43	13	30.2%	30	69.8%
McKeever	53	17	32.1%	36	67.9%
Livas	35	12	34.3%	23	65.7%
Sorensen	43	15	34.9%	28	65.1%
Carman	71	26	36.6%	45	63.4%
Trevino	18	7	38.9%	11	61.1%
Clover	27	11	40.7%	16	59.3%
Anaya	22	9	40.9%	13	59.1%
Garcia	22	9	40.9%	13	59.1%
Doedyns	31	13	41.9%	18	58.1%
Palmer	40	17	42.5%	23	57.5%
Reed-Mock	37	16	43.2%	21	56.8%
Guerra	48	21	43.8%	27	56.2%
Dr Long	73	33	45.2%	40	54.8%
Farias	23	11	47.8%	12	52.2%
Sotomayor BBA	8	4	50.0%	4	50.0%
Palacios	27	14	51.9%	13	48.1%
Ford	56	30	53.6%	26	46.4%
Chavez	20	11	55.0%	9	45.0%
English	**1004**	**362**	**36.1%**	**642**	**63.9%**

TEJAS LEE - SPANISH

Campus	Total Tested	FRUSTRATIONAL ONE		READING BOTH	
		Count	%	Count	%
Cantu	14	0	0.0%	14	100.0%
Carman	19	1	5.3%	18	94.7%
Ramirez	31	2	6.5%	29	93.5%
Farias	31	3	9.7%	28	90.3%
Garza	35	4	11.4%	31	88.6%
Reed-Mock	17	2	11.8%	15	88.2%
Anaya	15	2	13.3%	13	86.7%
Chavez	22	3	13.6%	19	86.4%
Escobar	35	5	14.3%	0	85.7%
Guerra	46	7	15.2%	39	84.8%
McKeever	29	6	20.7%	23	79.3%
Livas	24	5	20.8%	19	79.2%
Longoria	22	5	22.7%	17	77.3%
Garcia	26	6	23.1%	20	76.9%
Garza-Pena	37	9	24.3%	8	75.7%
Palacios	32	8	25.0%	24	75.0%
Doedyns	23	6	26.1%	17	73.9%
Dr Long	23	6	26.1%	17	73.9%
Trevino	21	6	28.6%	15	71.4%
Palmer	39	14	35.9%	25	64.1%
Sorensen	19	8	42.1%	11	57.9%
Arnold	15	7	46.7%	8	53.3%
Ford	20	10	50.0%	10	50.0%
Kelly-Pharr	36	18	50.0%	18	50.0%
Clover	20	12	60.0%	8	40.0%
Sotomayor BBA	1	1	100.0%	0	0.0%
Spanish	**652**	**156**	**23.9%**	**496**	**76.1%**

Campus Comprehensive Needs Assessment Continued
2nd Grade

CAMPUS		G02 TPRI BOY 2020-2021		G02 TPRI BOY 2021-2022		G02 TPRI BOY 2022-2023		G02 TPRI BOY 2023-2024		G02 TPRI BOY 2024-2025	
	1- Masters	6	27%	3	13%	10	22%	8	25%	10	33%
	2- Meets	1	5%	7	29%	8	18%	8	25%	10	33%
	3- Approaches	3	14%	3	13%	3	7%	3	9%	1	3%
	4- Does Not Meet+	3	14%	2	8%	6	13%	2	6%	4	13%
	5- Does Not Meet	9	41%	9	38%	18	40%	11	34%	5	17%

CAMPUS		G02 TPRI MOY 2020-2021		G02 TPRI MOY 2021-2022		G02 TPRI MOY 2022-2023		G02 TPRI MOY 2023-2024		G02 TPRI MOY 2024-2025	
	1- Masters	6	23%	6	25%	16	34%	15	43%	17	50%
	2- Meets	5	19%	6	25%	11	23%	4	11%	6	18%
	3- Approaches	3	12%	1	4%	4	9%	6	17%	2	6%
	4- Does Not Meet+	3	12%	4	17%	6	13%	4	11%	7	21%
	5- Does Not Meet	9	35%	7	29%	10	21%	6	17%	2	6%

CAMPUS		G02 TPRI EOY 2020-2021		G02 TPRI EOY 2021-2022		G02 TPRI EOY 2022-2023		G02 TPRI EOY 2023-2024		G02 TPRI EOY 2024-2025	
	1- Masters	10	29%	9	33%	25	54%	17	47%	25	69%
	2- Meets	9	27%	7	26%	12	26%	8	22%	4	11%
	3- Approaches	6	18%	2	7%	2	4%	5	14%	3	8%
	4- Does Not Meet+	2	6%	3	11%	3	7%	4	11%	3	8%
	5- Does Not Meet	7	21%	6	22%	4	9%	2	6%	1	3%

Campus: DANIEL RAMIREZ EL   District: PHARR-SAN JUAN-ALAMO ISD

CAMPUS		G02 Tejas LEE BOY 2020-2021		G02 Tejas LEE BOY 2021-2022		G02 Tejas LEE BOY 2022-2023		G02 Tejas LEE BOY 2023-2024		G02 Tejas LEE BOY 2024-2025	
	1- Masters	10	29%	4	12%	4	15%	5	25%	9	43%
	2- Meets	7	21%	5	15%	10	39%	5	25%	3	14%
	3- Approaches	4	12%	3	9%	4	15%	3	15%	2	10%
	4- Does Not Meet+	4	12%	5	15%	1	4%	2	10%	2	10%
	5- Does Not Meet	9	27%	17	50%	7	27%	5	25%	5	24%

CAMPUS		G02 Tejas LEE MOY 2020-2021		G02 Tejas LEE MOY 2021-2022		G02 Tejas LEE MOY 2022-2023		G02 Tejas LEE MOY 2023-2024		G02 Tejas LEE MOY 2024-2025	
	1- Masters	17	53%	9	28%	16	59%	11	52%	14	70%
	2- Meets	5	16%	5	16%	4	15%	4	19%	3	15%
	3- Approaches	2	6%	0	0%	2	7%	1	5%	1	5%
	4- Does Not Meet+	3	9%	2	6%	2	7%	1	5%	0	0%
	5- Does Not Meet	5	16%	16	50%	3	11%	4	19%	2	10%

CAMPUS		G02 Tejas LEE EOY 2020-2021		G02 Tejas LEE EOY 2021-2022		G02 Tejas LEE EOY 2022-2023		G02 Tejas LEE EOY 2023-2024		G02 Tejas LEE EOY 2024-2025	
	1- Masters	12	38%	10	30%	18	67%	12	55%	15	75%
	2- Meets	10	31%	6	18%	4	15%	5	23%	3	15%
	3- Approaches	2	6%	0	0%	2	7%	1	5%	0	0%
	4- Does Not Meet+	5	16%	2	6%	0	0%	0	0%	1	5%
	5- Does Not Meet	3	9%	15	46%	3	11%	4	18%	1	5%

COLLEGE³
READY.CONNECTED.COMPLETE.

2025 End of Year Assessment - GRADE 2
OVERALL READING FLUENCY

TPRI - ENGLISH

Campus	Total Tested	LISTENING ONE Count	LISTENING ONE %	READING BOTH Count	READING BOTH %
Anaya	26	1	3.8%	25	96.2%
Escobar	48	3	6.3%	45	93.7%
Garcia	21	2	9.5%	19	90.5%
Livas	37	5	13.5%	32	86.5%
Longoria	74	10	13.5%	64	86.5%
Guerra	66	9	13.6%	57	86.4%
Palacios	27	4	14.8%	23	85.2%
Ramirez	33	5	15.2%	28	84.8%
Garza-Pena	45	7	15.6%	38	84.4%
Cantu	82	13	15.9%	69	84.1%
Kelly-Pharr	42	7	16.7%	35	83.3%
Reed-Mock	53	9	17.0%	44	83.0%
Farias	35	6	17.1%	29	82.9%
Palmer	46	8	17.4%	38	82.6%
Trevino	21	4	19.0%	17	81.0%
Arnold	61	12	19.7%	49	80.3%
Carman	97	21	21.6%	76	78.4%
Sorensen	45	10	22.2%	35	77.8%
Garza	62	14	22.6%	48	77.4%
McKeever	84	20	23.8%	64	76.2%
Clover	39	10	25.6%	0	74.4%
Chavez	23	6	26.1%	17	73.9%
Dr Long	86	23	26.7%	63	73.3%
Ford	60	17	28.3%	43	71.7%
Doedyns	46	14	30.4%	32	69.6%
English	**1259**	**240**	**19.1%**	**1019**	**80.9%**

TEJAS LEE - SPANISH

Campus	Total Tested	FRUSTRATIONAL ONE Count	FRUSTRATIONAL ONE %	READING BOTH Count	READING BOTH %
Reed-Mock	11	0	0.0%	11	100.0%
Farias	21	1	4.8%	20	95.2%
Livas	20	1	5.0%	19	95.0%
Arnold	36	3	8.3%	33	91.7%
Chavez	30	3	10.0%	27	90.0%
Ramirez	20	2	10.0%	18	90.0%
Carman	19	2	10.5%	17	89.5%
Guerra	18	2	11.1%	16	88.9%
Sorensen	27	3	11.1%	24	88.9%
Trevino	35	4	11.4%	31	88.6%
Anaya	16	2	12.5%	14	87.5%
McKeever	31	4	12.9%	27	87.1%
Palmer	37	5	13.5%	32	86.5%
Doedyns	22	3	13.6%	19	86.4%
Escobar	49	7	14.3%	42	85.7%
Garcia	21	3	14.3%	18	85.7%
Ford	17	3	17.6%	14	82.4%
Palacios	34	6	17.6%	28	82.4%
Dr Long	19	4	21.1%	15	78.9%
Kelly-Pharr	30	7	23.3%	23	76.7%
Garza-Pena	32	8	25.0%	24	75.0%
Clover	26	7	26.9%	19	73.1%
Longoria	12	4	33.3%	8	66.7%
Garza	42	19	45.2%	23	54.8%
Cantu	0				
Spanish	**625**	**103**	**16.5%**	**522**	**83.5%**

COLLEGE³
READY.CONNECTED.COMPLETE.

Campus Comprehensive Needs Assessment Continued
3rd Grade

Campus: **DANIEL RAMIREZ EL** District: PHARR-SAN JUAN-ALAMO ISD

CAMPUS		G03 TPRI BOY 2020-2021		G03 TPRI BOY 2021-2022		G03 TPRI BOY 2022-2023		G03 TPRI BOY 2023-2024		G03 TPRI BOY 2024-2025	
	1- Masters	11	37%	4	19%	10	23%	13	30%	11	30%
	2- Meets	9	30%	4	19%	12	28%	18	41%	12	32%
	3- Approaches	2	7%	4	19%	4	9%	2	5%	5	14%
	4- Does Not Meet+	6	20%	5	24%	7	16%	7	16%	4	11%
	5- Does Not Meet	2	7%	4	19%	10	23%	4	9%	5	14%

CAMPUS		G03 TPRI MOY 2020-2021		G03 TPRI MOY 2021-2022		G03 TPRI MOY 2022-2023		G03 TPRI MOY 2023-2024		G03 TPRI MOY 2024-2025	
	1- Masters	16	50%	7	27%	13	31%	16	35%	15	39%
	2- Meets	10	31%	13	50%	15	36%	20	44%	16	41%
	3- Approaches	2	6%	0	0%	1	2%	4	9%	0	0%
	4- Does Not Meet+	0	0%	4	15%	6	14%	2	4%	3	8%
	5- Does Not Meet	4	13%	2	8%	7	17%	4	9%	5	13%

CAMPUS		G03 TPRI EOY 2020-2021		G03 TPRI EOY 2021-2022		G03 TPRI EOY 2022-2023		G03 TPRI EOY 2023-2024		G03 TPRI EOY 2024-2025	
	1- Masters	15	50%	10	36%	20	41%	21	43%	20	51%
	2- Meets	9	30%	11	39%	13	27%	20	41%	10	26%
	3- Approaches	2	7%	2	7%	1	2%	3	6%	2	5%
	4- Does Not Meet+	2	7%	2	7%	6	12%	0	0%	2	5%
	5- Does Not Meet	2	7%	3	11%	9	18%	5	10%	5	13%

CAMPUS		G03 Tejas LEE BOY 2020-2021		G03 Tejas LEE BOY 2021-2022		G03 Tejas LEE BOY 2022-2023		G03 Tejas LEE BOY 2023-2024		G03 Tejas LEE BOY 2024-2025	
	1- Masters	14	50%	9	35%	4	13%	13	52%	8	35%
	2- Meets	11	39%	11	42%	7	23%	5	20%	11	48%
	3- Approaches	3	11%	6	23%	19	63%	7	28%	4	17%
	4- Does Not Meet+	0	0%	0	0%	0	0%	0	0%	0	0%
	5- Does Not Meet	0	0%	0	0%	0	0%	0	0%	0	0%

CAMPUS		G03 Tejas LEE MOY 2020-2021		G03 Tejas LEE MOY 2021-2022		G03 Tejas LEE MOY 2022-2023		G03 Tejas LEE MOY 2023-2024		G03 Tejas LEE MOY 2024-2025	
	1- Masters	14	47%	9	36%	6	32%	13	57%	8	38%
	2- Meets	11	37%	10	40%	5	26%	8	35%	11	52%
	3- Approaches	5	17%	6	24%	8	42%	2	9%	2	10%
	4- Does Not Meet+	0	0%	0	0%	0	0%	0	0%	0	0%
	5- Does Not Meet	0	0%	0	0%	0	0%	0	0%	0	0%

CAMPUS		G03 Tejas LEE EOY 2020-2021		G03 Tejas LEE EOY 2021-2022		G03 Tejas LEE EOY 2022-2023		G03 Tejas LEE EOY 2023-2024		G03 Tejas LEE EOY 2024-2025	
	1- Masters	11	41%	5	21%	3	17%	9	39%	8	40%
	2- Meets	9	33%	7	29%	5	28%	7	30%	7	35%
	3- Approaches	3	11%	8	33%	1	6%	6	26%	3	15%
	4- Does Not Meet+	3	11%	1	4%	2	11%	1	4%	1	5%
	5- Does Not Meet	1	4%	3	13%	7	39%	0	0%	1	5%

2025 End of Year Assessment - GRADE 3
OVERALL READING FLUENCY

TPRI - ENGLISH

Campus	Total Tested	LISTENING ONE Count	LISTENING ONE %	READING BOTH Count	READING BOTH %
Farias	51	3	5.9%	48	94.1%
Palacios	32	2	6.3%	30	93.7%
Escobar	45	3	6.7%	42	93.3%
Kelly-Pharr	60	4	6.7%	56	93.3%
Livas	64	5	7.8%	59	92.2%
Sorensen	67	6	9.0%	61	91.0%
Anaya	38	4	10.5%	34	89.5%
Arnold	93	10	10.8%	83	89.2%
Longoria	52	6	11.5%	46	88.5%
Palmer	68	8	11.8%	60	88.2%
Trevino	24	3	12.5%	21	87.5%
Ford	70	9	12.9%	61	87.1%
McKeever	85	12	14.1%	73	85.9%
Reed-Mock	57	9	15.8%	48	84.2%
Garza-Pena	80	13	16.3%	67	83.7%
Doedyns	54	9	16.7%	45	83.3%
Garcia	36	6	16.7%	30	83.3%
Garza	56	11	19.6%	45	80.4%
Dr Long	108	22	20.4%	86	79.6%
Chavez	27	6	22.2%	21	77.8%
Ramirez	39	9	23.1%	30	76.9%
Carman	78	19	24.4%	59	75.6%
Cantu	83	22	26.5%	61	73.5%
Clover	37	10	27.0%	27	73.0%
Guerra	70	23	32.9%	47	67.1%
English	**1475**	**234**	**15.9%**	**1240**	**84.1%**

TEJAS LEE - SPANISH

Campus	Total Tested	FRUSTRATIONAL ONE Count	FRUSTRATIONAL ONE %	READING BOTH Count	READING BOTH %
Farias	16	0	0.0%	16	100.0%
Garcia	22	0	0.0%	22	100.0%
Reed-Mock	16	0	0.0%	16	100.0%
Ramirez	20	1	5.0%	19	95.0%
Chavez	14	1	7.1%	13	92.9%
Livas	12	1	8.3%	11	91.7%
Palacios	20	2	10.0%	18	90.0%
Escobar	36	4	11.1%	32	88.9%
Trevino	25	3	12.0%	22	88.0%
Anaya	16	2	12.5%	14	87.5%
Garza-Pena	32	4	12.5%	28	87.5%
Kelly-Pharr	35	5	14.3%	30	85.7%
Carman	13	2	15.4%	11	84.6%
Doedyns	6	1	16.7%	5	83.3%
Guerra	14	3	214.0%	11	78.6%
Sorensen	14	3	21.4%	11	78.6%
Arnold	18	4	22.2%	14	77.8%
Palmer	17	4	23.5%	13	76.5%
Longoria	15	4	26.7%	11	73.3%
Dr Long	39	11	28.2%	28	71.8%
Clover	16	11	68.8%	5	31.3%
Cantu	0				
Ford	0				
Garza	0				
McKeever	0				
Spanish	**416**	**66**	**15.9%**	**350**	**84.1%**

Campus Comprehensive Needs Assessment Continued

3rd–5th Grade

2023-2024 STAAR
OVERALL RATING

PSJA ISD – ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	3-12 Enrollment	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2024 Overall Score	Letter Grade	2023 Overall Score	↑↓
PSJA ISD	21104		79	77	86	86	86	60.2	84	25.3	86	B	88	↓ 2
Ramirez Elementary	201	1.0%	67	83	75	83	83	58.1	76	22.8	81	B	74	↑ 7

2024-2025 STAAR/STAAR ALT
OVERALL RATING

PSJA ISD – ALL ADMINISTRATIONS

	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD		80	77	87	87	87		88		87	B	86	↑ 1
Ramirez Elementary	1.0%	65	75	73	75	75		70		74	C	81	↓ 7

2024-2025 STAAR/STAAR ALT2
STAAR COMPONENT BY SUBJECT
PSJA ISD - ALL ADMINISTRATIONS (SNAPSHOT)

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score
		Met Std	% Points	Met Std	% Points	Met Std	% Points		
RAMIREZ ELEMENTARY									
MATHEMATICS	201	129	64%	68	34%	23	11%	36	62
READING	202	140	69%	82	41%	28	14%	41	70
SCIENCE	73	39	53%	16	22%	7	10%	28	54

2024-2025 STAAR/STAAR ALT2
STAAR COMPONENT BY DEMOGRAPHIC
PSJA ISD - ALL ADMINISTRATIONS (SNAPSHOT)

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score
		Met Std	% Points	Met Std	% Points	Met Std	% Points		
RAMIREZ ELEMENTARY									
ALL STUDENTS	476	308	65%	166	35%	58	12%	37	64
CONTINUOUSLY ENROLLED	333	220	66%	121	36%	40	12%	38	65
ECONOMIC DISADVANTAGE	457	294	64%	156	34%	52	11%	36	62
EMERGENT BILINGUAL	288	181	63%	100	35%	34	12%	37	63
HIGHLY MOBILE	5	2	40%	0	0%	0	0%	13	41
HISPANIC	474	306	65%	166	35%	58	12%	37	69
SPECIAL EDUCATION	128	48	38%	23	18%	9	7%	21	50

2024-2025 STAAR
CLOSING THE GAPS
ELEMENTARY SCHOOL

Academic Achievement (MEETS LEVEL and Above for Mathematics & Reading)

	ALL		HISPANIC		HIGH FOCUS		EB		ECD		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	49	46	44	39	42	37	45	37	40	35	29	26								
2028-32 Next Interim	58	55	53	49	52	48	54	48	50	46	41	38								
2038 Long Term	75	73	72	70	71	69	73	69	70	68	65	63								
Ramirez Elementary	34	43	34	43	34	42	34	43	34	41	22	16	1	3	3	7	24	29	30%	8.8

Academic Growth Status (Mathematics & Reading)

	ALL		HISPANIC		HIGH FOCUS		EB		ECD		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	69	64	68	62	66	61	69	62	65	60	58	50								
2028-32 Next Interim	78	74	77	72	76	71	78	72	75	70	68	60								
2038 Long Term	95	94	95	92	95	91	95	92	95	90	88	80								
Ramirez Elementary	61	74	61	74	60	74	63	79	60	73	51	52	3	3	3	9	24	38	50%	18.8

Student Success (Domain I Score All Contents)

	ALL	HISPANIC	HIGH FOCUS	EB	ECD	SPED	Points Earned				Pts Possible	Raw Score	Weight	Component Points
							All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	47	41	40	37	38	23								
2028-32 Next Interim	57	52	49	48	48	33								
2038 Long Term	77	72	69	68	68	53								
Ramirez Elementary	38	38	37	37	37	21	0	0	0	0	12	0	10%	0.0

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	Academic Achievement	Academic Growth	Student Success	TELPAS BM2	Raw Score	Scale Score	Letter Grade
Ramirez Elementary	8.8	18.8	0.0	10	38	74	**C**

2024-2025 TELPAS/TELPAS ALT
PROGRESS SUMMARY

	2024 TELPAS/TELPAS ALT					2025 TELPAS/TELPAS ALT						
	# of Tests	2 out of 4 MET Progress		Composite MET Progress		# of Tests	2 out of 4 MET Progress		Comparison to 2024	Composite MET Progress		Comparison to 2024
		Count	%	Count	%		Count	%	↑↓	Count	%	↑↓
Ramirez Elementary	170	78	46%	51	30%	182	125	69%	↑23%	87	48%	↑18%

2024-2025 TELPAS/TELPAS ALT
COMPOSITE SCORES

	Total Tests	Level 1 BEGINNER or AWARENESS		Level 2 INTERMEDIATE or IMITATION		Level 3 ADVANCED or EARLY INDEPENDENCE		Level 4 ADVANCED HIGH or DEVELOPING INDEPENDENCE		Level 5 BASIC FLUENCY	
		Count	%	Count	%	Count	%	Count	%	Count	%
Ramirez Elementary	182	19	10%	106	58%	45	25%	12	7%	0	0%

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Goal Area 1: Effective Teaching and Learning

Goal Area 2: Student Support

Goal Area 3: Family and Community Empowerment

Goal Area 4: Leadership Growth

AREA LEADS: Yadira Galvan, Principal; Monica Reyna Assistant Principal, Denisse Garcia, CLL; Ruth Luera, Reading Coach

GOAL AREA 1:   EFFECTIVE TEACHING AND LEARNING
Areas Reviewed: Student Performance

Strengths

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk3-5th Grade.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 43% (goal 46%)
- The All-Student Group in Math at Meets Grade Level Standard or Above was at 34% (goal 49%)
- Emergent Bilingual Student Group in Math at Meets Grade Level Standard or Above was at 34% (goal 45%)
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 16% (goal 26%)
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- Based on TPRI/Tejas Lee students are reading but are lacking comprehension
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 22% (goal 29%)
- Special Education (Current) Student Group in Reading at Meets Grade Level Standard or Above was at 43% (goal 46%)

Goal Area 1:   Effective Teaching and Learning

Annual Goal 1: Based on STAAR 2025 data, Daniel Ramirez obtained a scaled score of a 65 (D) in Student Achievement and a 75 (C) in school progress obtaining an overall score of a 75 (C). The annual goal is to increase the overall campus letter rating to a B focusing on Domain III

- (Academic Achievement-meeting the interim target goals for each subgroup in both Reading & Math, Academic Growth, Student Success, & TELPAS)

Objective 1: Improve instructional practice by using ongoing assessment data to tailor instruction and interventions so that we can meet the ESSA interim goals for all sub groups focusing on Meets level or above.

Strategy 1: Data Driven Instruction
Timeline: August 2025- May 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Teachers, Instructional Aids, Content Coordinators & Specialists

Action Steps:
1)Implement weekly CLC's to analyze assessment data and plan responsive instruction.
2)Provide small group interventions for the targeted groups to close learning gaps.
3)Use progress monitoring tools to track student learning and adjust instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •iReady • Professional Development • State and local student data	•Weekly PLC Agendas, Sign In Sheets •Small Group Lesson plans and student group rosters •Data tracking sheets •Intervention Schedules •Lesson Internalization	•Growth in Student Achievement Data (BOY, MOY, EOY, STAAR) •Improved subgroup performance (EB's, SPED, At-Risk) •Reduction in number of students failing •Results Driven Accountability	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Strengthen Tier 1 Instruction

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Timeline: August 2025 - May 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Counselor, All Teacher, Instructional Aids, Content Coordinators & Specialists

Action Steps:
1) Provide Professional development on the TEKS, instructional best practices, and differentiation.
2)Use district curriculum and scope & sequence with fidelity.
3)Model and coach teachers using effective lesson delivery and engagement strategies.
4) Integrate writing and academic vocabulary into all core content areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lesson Plan Internalizations •Pacing Guides •Curriculum •TEKS Resource Guides •Lead4ward Resources •PD Calendar •Coaching Support •Instructional Tools-Anchor Charts, sentence stems, bilingual scaffolds and SPED Accomodations	•PD Agendas, Sign in sheets •Classroom Lesson Plans aligned to TEKS and district Scope and sequence •Walkthroughs •PLC Agendas •Evidence of writing and vocabulary integration in student work and classroom displays •Coaching Cycle (planning, modeling, debriefing)	•Increase in Tier 1 student success and progress monitoring/weekly test •Improvement in walk through and T-TESS observation data •Greater student engagement •Reduction of TIER 2/Tier 3 groups •Improved STAAR Results in Reading, writing, and content areas •Teacher growth in instructional practices	•Classroom walkthroughs and observations •Progress Monitoring of Student Learning (Trackers) •Formative Assessments weekly •Walkthroughs •Coaching Logs

Strategy 3: Build Teacher Capacity Through Ongoing Professional Development
Timeline: September 2025 - May 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Counselor, Special Education Teachers, Bilingual Teachers, Instructional Aids

Action Steps:
1)Provide monthly PD focused on instructional strategies, differentiation, and STAAR Readiness.
2)Offer job embedded coaching and model lessons during instructional blocks.
3)Implement peer observations and collaborative reflection protocols.
4)Align PD topics with student data trends and teacher needs (based on walkthroughs and assessments)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward resources •District Curriculum •Instructional Coach Support •Coaching Logs and observation tools •Protocols for peer observations and teacher reflections •Student data reports to guide PD planning	•Training Agenda •Collaborative Learning Community Meetings •Peer observation forms and reflection sheets •Teacher feedback from PD Sessions	•Improved Instructional practices as noted in TTESS Obs. •Growth in student performance on campus/district assessments •Greater alignment between walkthrough feedback and instructional practice •Reduction in students requiring intervention due to more effective Tier 1 instructions •Increased teacher confidence and implementation of strategies	•Ongoing Walkthroughs to observe application of PD strategies •Collection of Teacher reflections and coaching debrief notes •Lesson Internalization for evidence of strategy/planning use • Student Growth Measures- Trackers

Annual Goal 2: By September 2025, K-2 students' grade-level literacy proficiency on EOY composite scores will increase by 15 percentage points (from 34 to 49) based on the BOY 2024 and by September 2026 the goal is to increase an additional 15 points from 2025 to have an ultimate goal of 80% or higher. This will be achieved by supporting the full implementation of the district's structured literacy approach & HQIM through weekly classroom walkthroughs, weekly CLC meetings and literacy coaches providing opportunities to model, rehearse and internalize HQIM-based instructional strategies.

Objective 1: By the end of the 2025–26 school year, K–2 teachers will implement structured literacy lessons with fidelity in 100% of classrooms, as measured by weekly classroom walkthroughs and coaching observations, resulting in at least 80% of K–2 students meeting grade-level literacy

proficiency on EOY composite scores.

Strategy 1: Structured Literacy Implementation with HB3 and alignment of phonics and foundational skills instruction.
Timeline: August 2025- May 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, All Teachers, Instructional Aids, Content Coordinators & Specialists

Action Steps:
1) Daily Phonics and phonemic awareness block in K-2 and targeted word study in grade 3
2) Follow district (HQIM) scope and sequence with fidelity
3) Deliver daily, explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension in all K–3 classrooms using high-quality instructional materials aligned to the Science of Reading.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
	•Daily K–3 lesson plans include explicit phonemic awareness, phonics, vocabulary, fluency, and comprehension components with minute allotment •Walkthrough and observation data show teachers delivering structured literacy routines with fidelity. • Use of district-approved, Science of Reading–aligned instructional materials in all K–3 classrooms. • Student reading notebooks/journals reflect practice in foundational skills and comprehension strategies. • CLC agendas and notes document collaborative planning for literacy instruction. •Assessment data (BOY/MOY/EOY) used during grade-level meetings to	• Increase in the percentage of K–3 students meeting or exceeding grade-level reading benchmarks on MOY → EOY assessments. • Reduction in the number of K–3 students identified as "at risk" for reading difficulties • Growth in specific subskills (phonemic awareness, phonics, decoding, fluency) in progress monitoring data. • STAAR Reading results show upward trends in Approaches, Meets, and Masters performance for 3rd grade. • Subgroup performance gaps (e.g., Emergent Bilingual vs. non–Emergent Bilingual) decrease over the school year.	• Bi-weekly progress monitoring of foundational skills for all students below benchmark. • Monthly review of walk-through data to confirm instructional fidelity. • Quarterly PLC data meetings to analyze growth trends in phonics/decoding skills. • Adjustments to instruction/intervention groups based on progress monitoring results.

adjust instruction. • Coaching notes confirming implementation of literacy strategies.	• Positive teacher feedback on increased student engagement and independence in reading task		

Strategy 2: Targeted Small-Group Interventions
Timeline: August 2025 - May 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, All Teachers, Instructional Aids, Content Coordinators & Specialists
Action Steps:
1) **Identify and Group Students** – Use BOY literacy data to form small groups (3–6 students) based on skill deficits, prioritizing Emergent Bilingual and at-risk students
2) **Deliver Daily Interventions** – Provide 20–30 minutes of targeted, evidence-based literacy instruction using Science of Reading–aligned materials
3) **Monitor Progress and Adjust** – Assess students every 3 weeks and adjust groups or instruction based on progress data

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lesson Plan Internalizations • BOY literacy assessments (TXKEA, TPRI, iStation, Magnetic, Mosaico, SAVVAS, Frog Street) • Science of Reading–aligned materials HQIM • Small-group instructional supplies (whiteboards, magnetic letters, fluency passages) • Technology support (laptops/tablets for online literacy programs) • Title I, SpEd, and Bilingual funds to support interventionists, substitutes for training, and additional instructional resources	• BOY literacy assessment reports and data dashboards showing students below grade-level benchmarks. • Lists or rosters of small intervention groups with documented grouping rationale (skill deficit and priority subgroup). • CLC meeting notes or grade-level planning documents where student data is analyzed and groups are created. • Teacher documentation	• Increase in the percentage of identified K–3 students showing growth on targeted skill assessments (phonics, fluency, comprehension) from BOY → MOY → EOY. • Reduction in the number of students performing below grade level compared to baseline data. • Improved subgroup performance (e.g., Emergent Bilingual students) on literacy benchmarks. • Students in intervention groups demonstrate measurable	• Weekly: Review intervention group rosters to ensure students are appropriately placed based on updated assessment data. • Analyze short-cycle assessment data (phonics, fluency, comprehension) to confirm growth and adjust groups as needed. • Weekly CLC meetings, Teachers discuss student progress and any needed regrouping or instructional adjustments. • Documented reflections on group effectiveness and instructional strategies used.

• Professional development on small-group interventions and Science of Reading practices	of initial diagnostic assessments used to form groups. • Intervention schedules showing assigned small-group times for identified students.	gains on running records, phonics checks, or fluency probes. • Teacher reflections or PLC notes indicating that targeted grouping led to more focused instruction and improved student outcomes.	

Strategy 3: Professional Development for K–3 Teachers with ongoing Instructional Support
Timeline: August 2025 - May 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, All Teachers, Instructional Aids, Content Coordinators & Specialists
Action Steps:
1) Provide structured literacy professional development at the beginning of the school year and refreshers throughout the year, focusing on Science of Reading practices and HQIM implementation.
2) Literacy coaches observe classrooms, model instructional strategies, and provide one-on-one or small-group coaching to support fidelity of structured literacy implementation.
3) Hold weekly CLC meetings where teachers analyze student data, share best practices, and reflect on their instructional strategies.
4) Use classroom walkthroughs, coaching feedback, and teacher reflections to identify additional training needs or adjustments in instructional practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward resources •District Curriculum •Instructional Coach Support •Coaching Logs and observation tools •Protocols for peer observations and teacher reflections •Student data reports to guide PD planning	•Training Agenda •Collaborative Learning Community Meetings •Peer observation forms and reflection sheets •Teacher feedback from PD Sessions	•Improved Instructional practices as noted in TTESS Obs. •Growth in student performance on campus/district assessments •Greater alignment between walkthrough feedback and instructional practice •Reduction in students requiring intervention due to more effective Tier 1 instructions •Increased teacher confidence and implementation of	•Ongoing Walkthroughs to observe application of PD strategies •Collection of Teacher reflections and coaching debrief notes •Lesson Internalization for evidence of strategy/planning use • Student Growth Measures- Trackers

		strategies	

AREA LEADS: Yadira Galvan, Principal; Monica Reyna Assistant Principal, Denisse Garcia, CLL; Ruth Luera, Reading Coach, Claudia De la Cruz, Counselor

GOAL AREA 2: STUDENT SUPPORTS

Areas Reviewed: Close achievement gaps by providing targeted academic, behavioral, and social-emotional supports to ensure equitable outcomes for all student groups.

Strengths

- 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.

•Parent resources, materials and communications are provided in both English and Spanish.

•The campus social media sites usage has increased, and we have more parents and families follow our social media.

•ClassDojo & Blackboard is currently used to send messages, telephone text/calls informs parents of campus events.

• Our campus DRE houses the Parent Center
•Counselor follows the Counseling and Guidance Curriculum for student lessons
•Safety Measures are taken at all campuses that ensure the safety of all the students and staff.
•Police officers and or district security guards are stationed at the campus at all times.
•Safety and Active Shooter Training are conduct for all teachers and staff.
•Counselor is trained on referrals to LSSP to support students that are experiencing trauma, anxiety, depression or death.

Challenges
•Not all parents understand the state accountability system and its impact on their children academic achievement and academic growth.

•Increase the consistency in Parent Academic Conferences to share student progress needs. Curriculum meetings take place by grade level and have few parent attend.
•Continue to ensure that all staff are trained on establishing a positive parent/teacher relationship
•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.
•All staff will be trained on creating a safe school culture and climate which includes a strong focus on customer service.
•Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom- Admin needs to be consistent with the feedback provided and follow through with recommendations
•Allocate funding for Teacher/Staff Professional Development on Social Emotional Learning or Restorative Practices
•Train teachers on identifying emotion needs of students

Goal Area 2:   Student Supports

Annual Goal 1: By May 2026, Ramirez Elementary will close achievement gaps by increasing the percentage of students in all subgroups (Emergent Bilingual, Special Education, and At-Risk) who meet or exceed grade-level standards in Reading and Math by at least 10%, as measured by state and local assessments, while also reducing discipline referrals by 15% and increasing student survey indicators of social-emotional well-being by 10%.

Objective 1: Accelerate learning for students performing below grade level through focused support

Strategy 1: Provide Targeted Instruction to Address Learning Gaps
Timeline: August 2025-May 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Counselor, Special Education Teachers, Bilingual Teachers, Instructional Aids
Action Steps:
1) Use data from benchmarks, CBAs, and STAAR to identify specific learning gaps
2) Provide small-group interventions for Reading and Math and implement tutoring programs before and after school for identified student groups
3) Monitor growth of subpopulations and adjust supports accordingly

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• DMAC, assessment tools, data protocols • Intervention Curriculum (iReady) •Tutoring Staff, Stipends •Transportation for students •Lesson Internalization, PD sessions for teachers •Progress monitoring tools, TCLC time, substitutes for planning	•Data reports, CBA/benchmark analysis summaries •Lesson plans •Tutoring schedules, intervention logs, sign-in sheets, student growth data •Walkthrough documents •Lesson Internalization, CLC agendas, growth charts, data trackers, student performance updates	•Student Achievement gains on the STAAR; closing gaps in EB, SPED, and ECD populations •Increased participation in tutoring; improved scores in progress monitoring tools •Improved performance on CBAs; subgroup data showing reduction in learning gaps	•Benchmarks •Weekly Assessment and Progress Monitoring •Student Growth Measures Pre/Post Test •IReady Diagnostic

Strategy 2: Strengthen Social-Emotional Learning and Behavior Supports
Timeline: August 2025-May 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Counselor, Special Education Teachers, Bilingual Teachers
Action Steps:
1) Create a positive, inclusive learning environment that fosters student well-being and self-regulation
2) Implement campus wide SEL curriculum with weekly classroom lessons
3) Use Positive Behavioral Interventions and Supports to Reinforce positive behaviors
4) Provide Counseling support for students with social or emotional challenges

Resources	Evidence of	Evidence of Impact	Formative Evaluation

	Implementation		
•SEL Curriculum •Counselor Support •Student Incentives •Staff PD •SEL journals or reflection logs - Behavior charts, goal sheets, calming tools •Incentives for positive behavior (certificates, tokens, reward events) - Super Star Celebrations	•Admin walkthroughs noting SEL instruction •Counselor calendar with SEL topics covered | •Posted PBIS matrix in classrooms and hallways •Behavior expectations taught and reviewed campus-wide •Team meeting agendas/minutes •Behavior referral data showing trends or improvements •Reward systems and celebration logs • Counselor referral forms and service logs •Documentation of individual/group counseling sessions •Student support plans (BIPs, 504 behavior support, etc.)	•Improved classroom behavior and time-on-task (teacher logs, walkthrough notes) •Improved student attendance rates •Increased participation in SEL lessons and counseling groups •Consistent implementation of SEL lessons across classrooms •Increased recognition of positive behaviors •Positive campus climate survey results from students, staff, and families	•Classroom walkthroughs to observe SEL lessons •Tracking behavior referrals and positive behavior data •Counselor session and referral logs •Student SEL surveys or check-ins •Staff feedback on SEL implementation

Strategy 3: Increase Student Engagement and Connectedness
Timeline: August 2025-May 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Counselor, Special Education Teachers, Bilingual Teachers
Action Steps:
1) Promote a sense of belonging, motivation and student ownership of learning
2) Promote student clubs and student leadership opportunities
3) Encourage goal setting and student self-monitoring in academics and behaviors

Resources	Evidence of	Evidence of Impact	Formative Evaluation

	Implementation		

-Curriculum & Materials:
  • Goal-setting and self-monitoring tools (student planners, goal charts)
  • Materials for student clubs and leadership activities
  • Student motivation resources (certificates, incentives, rewards)
-Staffing & Support:
  • Sponsors for student clubs and leadership groups
-Training & Professional Development:
  • PD on strategies to promote student engagement and motivation
  • Training for staff on goal-setting frameworks and student self-monitoring techniques
-Technology & Platforms:
  • Digital platforms for tracking goals and progress (Google Classroom, ClassDojo)
  • Communication tools to promote clubs and leadership opportunities
-Family & Community Engagement:
  • Materials and workshops for families on supporting student motivation and goal setting at home
  • Communication tools to keep families informed about clubs and leadership opportunities
-Funding & Operational Support:
  • Title I, Special Ed., and Bilingual funds for supplies, incentives, PD,
	•Schedules and calendars for student clubs and leadership meetings
	•Sign-in sheets or attendance logs for club and leadership activities
	•Records of goal-setting activities and student self-monitoring charts or digital trackers
	•Lesson plans or classroom evidence showing promotion of student ownership and motivation
	•Documentation/Artifacts of student-led conferences or presentations
	•Meeting agendas and minutes from student leadership groups
	•Staff observations or walkthroughs noting student engagement strategies in classrooms
	•Communication logs or newsletters promoting student clubs and leadership opportunities
		•Increased student participation in clubs, leadership programs, and campus events
		•Improved student attendance and reduced chronic absenteeism
		•Increased number of students setting and meeting academic and behavior goals
		•Improved academic performance in students participating in engagement initiatives
		•Increased sense of belonging and motivation reported by students
		•Reduction in behavior referrals and incidents
			•Student goal-setting and progress monitoring check-ins
			•Classroom walkthroughs focused on engagement strategies
			•Student and staff surveys on motivation and connectedness

and event costs • Budget for transportation or refreshments for club meetings or leadership events			

AREA LEADS: Yadira Galvan, Principal; Monica Reyna Assistant Principal, Denisse Garcia, CLL; Ruth Luera, Reading Coach

GOAL AREA 3: LEADERSHIP GROWTH

Areas Reviewed: Staff participation in leadership roles, professional development records, teacher retention rates, and staff survey results on leadership and school culture.

Strengths

•The *Spirit of PSJA* selection process
•Electronic Instructional Focus Walkthrough form
• The full development of the electronic Spirit of PSJA Evaluation tool
Strong commitment and financial support to professional development and professional growth opportunities for staff

•Support for all teachers by the CLL.

•Train all staff on the TTESS Evaluation System- Domain 4 tied and connected during our weekly CLCs.

Challenges

•Calibrating evaluations and creating a system to effectively measure performance across all content areas
•Challenge of working in a 2-way campus- many applicants and teachers are discouraged in working with (mixed classrooms)
• Limited staff time and completing priorities make it difficult for teachers to take on leadership roles
• Need for ongoing training and support to ensure new leaders feel confident and effective
• Varying levels of staff interest or readiness to step into leadership roles.

Goal Area 3:   LEADERSHIP GROWTH

*Annual Goal 1***:**

Objective 1: Foster leadership growth among campus staff to build capacity, retention, support school improvement and promote a collaborative school culture. Increase staff leadership capacity by providing targeted leadership development opportunities, resulting in at least 20% of staff participating in leadership roles that support instructional excellence and campus initiatives by May 2026.

Strategy 1: Build teacher leadership capacity
Timeline: August 2025-June 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Teachers
Action Steps:
1) Establish teacher leadership teams (grade level leads, content leads, coaching peers, data analysis)
2) Provide opportunities for teachers to facilitate campus PD and model instructional strategies
3) Recognize and celebrate teacher leadership

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

• **Funds & Time:** For leadership training, conferences, and on-campus sessions • **Substitute Coverage:** For teachers attending leadership activities • **Mentors/Coaches:** CLL, Reading Coach, AP support • **Tech & Tools:** Data platforms (e.g., Eduphoria), presentation tools • **Recognition Items:** Certificates, small incentives, bulletin boards • **Collaboration Platforms:** Google Drive, Teams for sharing & planning • **Tracking Tools:** Leadership role logs, feedback forms, self-assessments	•List of established teacher leadership roles (grade/content leads, mentors) •Leadership team meeting agendas and sign-in sheets •PD session agendas and teacher-led presentations •Coaching and peer modeling schedules •Photos or documentation of leadership recognition events •Teacher reflections or feedback on leadership experiences •Leadership role tracking spreadsheet or matrix •Staff participation logs in leadership initiatives	•Increase in the number of teachers taking on leadership roles (target: 20% or more) •Improved teacher retention rates, especially among teacher leaders •Positive trends in staff climate/culture survey results •Observable improvement in instructional practices during walkthroughs •Increased collaboration and shared decision-making on campus •Enhanced student achievement linked to teacher-led initiatives •Teacher self-assessments showing growth in leadership competencies •Feedback from staff indicating greater empowerment and engagement	•Quarterly review of staff in leadership roles vs. goal (20%) •Reflection forms or surveys after teacher-led PD sessions •Ongoing feedback from leadership team meetings •Mid-year staff climate or culture check-in survey •Walkthrough notes reflecting leadership-driven instructional improvements •Monitoring participation logs in coaching, mentoring, and collaboration activities •Review of recognition efforts and staff response •Leadership goal progress updates during PLCs or faculty meetings

Strategy 2: Strengthen administrative and instructional leadership practices
Timeline: August 2025-June 2026
Title I School Components: Title I, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, CLL
Action Steps:
1) Conduct instructional rounds and provide actionable feedback to teachers
2) Use data from walkthroughs, student performance and staff survey to inform leadership decisions
3) Attend district and regular leadership PD to stary current with best practices
4) Facilitate reflective leadership meetings to review progress

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walkthrough and observation tools •Access to student performance and survey data •PD funds for leadership training and conferences •Substitute coverage for leadership team during PD and instructional rounds • Meeting materials (agendas, protocols, reflection templates/exit tickets) •Scheduled time for leadership meetings and data analysis	•Scheduled and documented instructional rounds •Completed walkthrough forms with feedback •Leadership meeting agendas, sign-ins, and notes •Data reports from walkthroughs and student assessments •Staff survey results reviewed and discussed •PD attendance records for leadership team •Reflection notes or minutes from leadership team meetings/Next Steps/Roadmaps •Leadership calendar showing timelines for rounds, PD, and data reviews	• Improved teacher instructional practices observed over time • Increased alignment between feedback and classroom performance • Positive trends in student achievement data • Higher staff satisfaction reflected in survey results • Leadership team demonstrates data-informed decision making • Greater consistency and quality in instructional feedback • Improved campus systems and routines based on leadership review • Increased staff confidence in campus leadership	• Monthly review of walkthrough and instructional round data • Ongoing feedback from teachers on clarity and usefulness of leadership feedback • Leadership team reflection logs after rounds and PD sessions • Mid-year staff climate and instructional support surveys • Analysis of trends in classroom observation notes • Progress monitoring of action steps during leadership meetings • Review of student performance data at each grading period • Documentation of PD implementation and follow-up actions

Strategy 3: Promote Student Leadership Opportunities
Timeline: August 2025- June 2026
Title I School Components: Title 1, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach
Action Steps:
1) Create a student leadership programs
2) Involve students in campus initiatives (morning announcements, peer mentoring, service projects)
3) Teach leadership and character development through SEL and guidance lessons

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Materials for student leadership programs (badges, t-shirts, folders, journals) • SEL and character education curriculum/resources • Guidance lesson materials and counselor support • Supplies for service projects and student-led initiatives • PA system or tech tools for announcements • Training materials for peer mentoring and student roles • Incentives or recognition items for student leaders • Staff time/support for organizing and supervising activities	• Student leadership program roster and meeting schedules • Photos, flyers, or agendas from student-led activities (announcements, service projects) • Peer mentoring pairings or activity logs • Lesson plans and schedules for SEL and guidance lessons • Recognition of student leaders (certificates, bulletin boards, announcements) • Staff sign-in sheets for student leadership supervision • Student reflections or journals on leadership experiences • Calendar of student leadership events and initiatives	• Increased student participation in leadership roles and campus activities • Improved student behavior and social-emotional skills (based on counselor/teacher feedback) • Positive student feedback from surveys or reflections • Improved school climate and peer relationships • Higher student engagement and ownership in school initiatives • Recognition of student leaders in school-wide events or assemblies • Observable leadership behaviors during school activities • Decrease in discipline referrals or peer conflicts	• Monthly review of student participation in leadership roles • Ongoing reflections or feedback from student leaders • Teacher and counselor check-ins on student behavior and engagement • Tracking logs for peer mentoring and service projects • Mid-year student survey on leadership experiences and school involvement • Monitoring frequency and impact of SEL and guidance lessons • Staff observations and notes on student leadership during activities • Progress updates shared in leadership or staff meetings

AREA LEADS: Yadira Galvan, Principal; Monica Reyna Assistant Principal,

Denisse Garcia, CLL; Ruth Luera, Reading Coach

GOAL AREA 4:   FAMILY & COMMUNITY EMPOWERNMENT
Areas Reviewed: Parent and family engagement, bilingual communications, campus social media and messaging tools, and support provided for our Parents

Strengths

- Increased parent participation at campus events such as festivals, Grandparents' Day, parent/student/teacher conferences, Open House, Mother's Day, and End-of-Year functions.
- Parent resources, materials, and communications are provided in both English and Spanish.
- Increased engagement on campus social media sites, with more parents and families following updates.
- Use of ClassDojo and Blackboard to send messages, along with telephone texts/calls to inform parents of campus events.
- The campus DRE houses the Parent Center

Challenges

- Inconsistent parent participation due to work schedules, childcare, or transportation barriers.
- Limited engagement from hard-to-reach families, including at-risk and newcomer families.
- Language barriers that may hinder two-way communication despite translated materials.
- Parent involvement often stronger for social events than for academic workshops.
- Need for deeper partnerships with community organizations to provide sustained support.
- Varying levels of family awareness about how to support learning at home.
- Difficulty maintaining consistent volunteer support throughout the school year.

Goal Area 4:   Family and Community Empowerment

Annual Goal 1: By May 2026, the campus will increase meaningful family and community engagement opportunities by at least 10% compared to the 2024–2025 school year, as measured by participation data from school events, sign in sheets, and volunteer logs in order to strengthen partnerships, support student learning, and build trust between home and school.

<u>**Objective 1:**</u> Strengthen family and community engagement to support students learning, foster partnerships and build trust between home and school.

Strategy 1: Create welcoming and inclusive environment
Timeline: August 2025-June 2026
Title I School Components: Title I, Special Ed. & Bilingual Funds
Persons Responsible: Principal, Assistant Principal, CLL, Counselor, Reading Coach, Teachers, Parent Educators
Action Steps:
1) Provide a friendly front office experience with bilingual support and excellent customer service
2) Host Welcome Events for Families
3) Display student work

4) Offer family surveys to gather feedback and improve engagement practices

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
People • Parent Liaison or Bilingual Staff • Campus Leadership Team • Teachers and Parent Volunteers **Materials** • Flyers, newsletters (bilingual) • Event supplies (sign-in sheets, name tags, decorations) • Family Resource Center materials **Technology** • Class Dojo, Remind, or TalkingPoints • Projector, speakers, and tablets for parent use **Professional Development** • Training on family engagement and cultural responsiveness **Funding** • Title I Funds • Bilingual/ESL Funds • Community donations or partnerships •	• Sign-in sheets for family events (e.g., Back-to-School Night, Coffee with the Principal) • Photos or flyers of events and activities • Bilingual communication samples (newsletters, flyers, ClassDojo/Remind screenshots) • Family Resource Center setup and usage log • Family engagement survey results • Staff PD agendas and sign-ins for cultural responsiveness training • Volunteer rosters and Family Ambassador meeting notes • Documentation of Multicultural/Family Nights • Translated materials archive • Calendar of parent involvement events	• Increase in family participation (10% growth from previous year) • Positive feedback on family surveys (increase in satisfaction, trust, and feeling welcomed) • Higher number of parent volunteers and Family Ambassadors • Improved communication ratings on end-of-year surveys • Increased attendance at key academic events (e.g., Literacy Night, report card pickups) • Family input reflected in event planning or campus initiatives • More two-way communication between school and home • Decreased number of family complaints related to communication or inclusion • Greater representation of diverse cultures in campus activities	1. **Parent Participation Logs** o Track attendance at family events (monthly or quarterly) 2. **Event Feedback Forms** o Collect feedback from parents after key events (e.g., literacy night, parent-teacher conferences) 3. **Family Surveys** o Short surveys on communication, engagement, and trust (fall and spring) 4. **Volunteer Sign-In Sheets** o Monitor number and frequency of parent volunteers 5. **Parent Communication Logs** o Review usage of Class Dojo, Remind, or TalkingPoints for consistency and reach 6. **Family Resource Center Usage** o Log visits or check-outs of materials by families 7. **PLC or Committee Notes** o Review discussions and adjustments made based on parent input 8. **Walkthroughs & Observations** o Monitor signage, welcoming atmosphere, and posted bilingual materials 9. **Documentation Review** o Review of flyers, newsletters, and bilingual communications

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			for clarity and consistency
			10. **Mid-Year Progress Check** • Compare mid-year participation data to baseline (previous year or beginning of year)

Strategy 2: Strengthen two-way communication between home and school to keep families informed and involved of their child's academic and behavior progress

Timeline: August 2025- June 2026

Title I School Components: Title I, State Bilingual Funds, State Comp

Persons Responsible: Principal, Assistant Principal, Teachers, All campus staff, Parent Educator

Action Steps:

1) Use multiple platforms (Class Dojo, newsletters, Facebook (social media) to communicate consistently in both English and Spanish

2) Schedule regular parent-teacher conferences with student progress updates

3) Send home learning resources, tips, and goal setting tools

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Technology & Platforms • Class Dojo / TalkingPoints for messaging • School Facebook or website for announcements • Devices for staff to send digital communication • Student information system (SIS) for progress reports and conference scheduling **Materials** • Printed newsletters and flyers (bilingual) • Progress monitoring forms and report cards • Learning-at-home tip sheets, goal-setting tools, and academic guides	• Class Dojo / Remind / TalkingPoints usage logs • Copies/screenshots of bilingual newsletters, flyers, and social media posts • Parent-teacher conference schedules and sign-in sheets • Conference summary forms or documentation logs • Student progress reports or goal-setting forms sent home • Samples of learning resources and academic	• Increased parent participation in conferences and communication platforms (tracked monthly/quarterly) • Positive feedback from parent surveys regarding communication clarity and responsiveness • Higher frequency of two-way communications recorded between teachers and families • Improvement in student academic and behavior progress attributed to increased family involvement • Increased usage of learning resources and goal-setting tools	• Monthly review of communication platform usage (Class Dojo, Facebook) • Parent feedback surveys focused on communication effectiveness and clarity (quarterly) • Tracking attendance and participation at parent-teacher conferences • Teacher logs documenting frequency and type of communication with families • Review of bilingual newsletters and social media posts for regularity and accessibility • Check-ins with teachers and staff during CLCs or meetings about communication challenges • Monitoring the distribution and usage of learning resources and goal-setting tools • Analysis of returned goal-setting forms or parent response forms

• Conference forms and documentation templates **Professional Development** • Training on effective family communication strategies • PD on using digital tools for parent engagement (e.g., Class Dojo best practices)	tips provided to families • Parent communication logs maintained by teachers • Records of messages sent through SIS or parent portal • Meeting notes or agendas from family engagement planning teams • Translated materials archive	by families • Reduction in missed parent meetings or unanswered communications • Demonstrated growth in family trust and satisfaction through qualitative feedback or focus groups	

Strategy 3: Engage Families and Community in Student Learning and Leadership
Timeline: August 2025-June 2026
Title I School Components: Title I, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, CLL, Counselor, Teachers, Parent Educator
Action Steps:
1) Host quarterly Family Learning Nights to showcase student work, provide curriculum information, and share strategies for supporting learning at home
2) Crate a Family & Community Leadership Committee to involve parents, guardians on campus initiatives
3) Provide bilingual communicate for all family events, newsletters and announcements to ensure equitable access
4) Recognize and celebrate family and community involvement through newsletters, social media and school events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Bilingual communication platforms and translation services • Printing and copying for flyers/newsletters • Refreshments and incentives for family events • Workshop/event materials and technology support	• Agendas, sign-in sheets, and flyers for family events and workshops • Meeting notes from Family & Community Leadership Committee • Photos or videos from events and guest speaker	• More parents attending conferences and events • Parents reporting better communication on surveys • Students showing academic improvement • Fewer behavior incidents • More parent responses to	• Quarterly parent feedback surveys • Parent-teacher conference attendance tracking • Teacher communication logs • Review of bilingual newsletters and social media posts • CLC check-ins on communication practices • Informal parent feedback during events

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	sessions • Copies of bilingual newsletters, announcements, and communication logs • Records of community partnerships and volunteer participation	teacher messages • Teachers reporting stronger parent partnerships • Parents using learning resources at home • More two-way communication (not just school-to-home) • Positive feedback from families • More parent involvement on campus	• Mid-year review of family engagement data