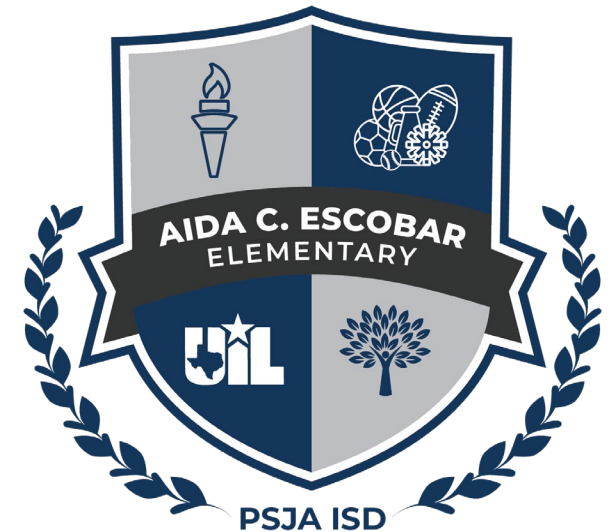


Aida C. Escobar Elementary Campus Improvement Plan 2025-2026



Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved Date: Monday, September 22, 2025

Vision

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

Mission

As educational leaders, the Escobar team is engaged and empowered to connect all students with innovative instruction, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

School Moto

Students Today, Graduates Tomorrow, Leaders Forever

Texas Accountability System

Texas Education Agency

2025 Accountability Rating Overall Summary

AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#)

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		89	B	0%
STAAR Performance	59	89		

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](#)

2024 - [2024 Escobar Elementary Accountability Report](#)

2023 - [2023 - Escobar Elementary Accountability Report](#)

Strategic Direction



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

GIC PRIORITIES



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 Executive Summary

Demographics:

Aida C. Escobar Elementary School serves students from three different cities, who share similar backgrounds and ways of life. The student body at PSJA ISD is predominantly Hispanic, with the following breakdown of student populations:

Bld	Campus	Grade	All Students	Male	% Male	Female	% Female	Sped	% SPED	LEP	% LEP	M1	% M1	M2	% M2	Migrant	% Migrant	ECD	% ECD	GT	% GT	CTE	% CTE
113	Aida C. Escobar Elementary	P3	30	6	20.0%	24	80.0%	1	3.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		H4	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
		PK	86	44	51.2%	42	48.8%	5	5.8%	52	60.5%	0	0.0%	0	0.0%	0	0.0%	74	86.0%	0	0.0%	0	0.0%
		KG	120	59	49.2%	61	50.8%	14	11.7%	65	54.2%	0	0.0%	0	0.0%	1	0.8%	111	92.5%	0	0.0%	0	0.0%
		01	92	51	55.4%	41	44.6%	8	8.7%	54	58.7%	0	0.0%	0	0.0%	1	1.1%	80	87.0%	0	0.0%	0	0.0%
		02	84	36	42.9%	48	57.1%	11	13.1%	41	48.8%	0	0.0%	0	0.0%	1	1.2%	79	94.0%	8	9.5%	0	0.0%
		03	101	67	66.3%	34	33.7%	17	16.8%	55	54.5%	0	0.0%	0	0.0%	0	0.0%	97	96.0%	6	5.9%	0	0.0%
		04	87	48	55.2%	39	44.8%	16	18.4%	41	47.1%	0	0.0%	0	0.0%	1	1.1%	75	86.2%	11	12.6%	0	0.0%
	05	99	52	52.5%	47	47.5%	15	15.2%	52	52.5%	0	0.0%	0	0.0%	1	1.0%	89	89.9%	14	14.1%	0	0.0%	
Aida C. Escobar Elementary			700	364	52.0%	336	48.0%	87	12.4%	361	51.6%	0	0.0%	0	0.0%	5	0.7%	606	86.6%	39	5.6%	0	0.0%
District			700	364	52.0%	336	48.0%	87	12.4%	361	51.6%	0	0.0%	0	0.0%	5	0.7%	606	86.6%	39	5.6%	0	0.0%

With the campus’s proximity to Mexico, 51.60% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Aida C. Escobar Elem. has been rated a **"A" Campus** by the state of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 59, earned a grade of 89.

In Domain II, School Progress scaled score of (91), Academic Growth scaled score of (81) and Relative Performance scaled score of (91) with an Eco Dis at a 91.8%, Escobar earned a scale score of 91. Domain III, Closing the Gaps Domain, Escobar scale score was an 91.

The overall 2025 Accountability Rating for Aida C. Escobar Elementary was a score of 91.

Executive Summary Continued

Student Performance:

For the 2024-2025 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% (50% Reading, 45% Math) in June 2024 to 50% by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.

Executive Summary Continued

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.

The district is:

1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2. Taking a system-wide approach to sustainability through a multi-departmental committee
3. Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications

Additionally, PSJA ISD offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world. Advance Placement at all high school campuses offers students the opportunity to earn post-secondary credentials if they earn a three or higher. Currently, 216, Met the criterion score on an AP/IB exam in any subject translates to 10%.

Campus Educational Improvement Committee Member

Name	Title
Catarina Espinoza	Principal
Johanna Ramirez	Assistant Principal
Stephanie Gonzalez	Counselor
Ellie Estrada	Counselor
Luz Salinas	CLL
Demi Veliz	Special Ed Teacher
Lucero Blanco	Teacher
Esmeralda Ramirez	Teacher
Sonia	Business Representative
M. Quintanilla	Committee Member
Brittany Ramirez	Parent

TPRI / Tejas LEE Campus TLI Grant Goal (80%) Comparison Report

Campus: AIDA C ESCOBAR EL

English	2024-2025					
	GKG TPRI Beginning-Of-Year		GKG TPRI Middle-Of-Year		GKG TPRI End-Of-Year	
	#Std: 33 / #Assmt: 33		#Std: 33 / #Assmt: 33		#Std: 35 / #Assmt: 35	
PHONOLOGICAL AWARENESS <small>(D or SK on all PA tasks)</small>	2	6%	10	30%	14	40%
Met						
Gap towards EOY Goal	-74% ▼		-50% ▼		-40% ▼	
PHONICS <small>(D or SK on all GK tasks)</small>	24	73%	31	94%	34	97%
Met						
Gap towards EOY Goal	-7% ▼		14% ▲		17% ▲	
LISTENING COMPREHENSION	13	39%	24	73%	29	83%
Met						
Gap towards EOY Goal	-41% ▼		-7% ▼		3% ▲	

Spanish	2024-2025					
	GKG Tejas LEE Beginning-Of-Year		GKG Tejas LEE Middle-Of-Year		GKG Tejas LEE End-Of-Year	
	#Std: 45 / #Assmt: 45		#Std: 47 / #Assmt: 47		#Std: 49 / #Assmt: 49	
PHONOLOGICAL AWARENESS <small>(D on Sections 3, 4+5, 6, 7, & 8)</small>	2	4%	12	26%	24	49%
Met						
Gap towards EOY Goal	-76% ▼		-54% ▼		-31% ▼	
PHONICS <small>(D on Sections 1 & 2)</small>	28	58%	35	74%	36	73%
Met						
Gap towards EOY Goal	-22% ▼		-6% ▼		-7% ▼	
WORD READING <small>(D on Sections 9)</small>	5	11%	31	66%	41	84%
Met						
Gap towards EOY Goal	-69% ▼		-14% ▼		4% ▲	
LISTENING COMPREHENSION	2	4%	13	28%	29	59%
Met						
Gap towards EOY Goal	-76% ▼		-52% ▼		-21% ▼	
READING COMPREHENSION					36	73%
Met						
Gap towards EOY Goal					-7% ▼	

TPRI / Tejas LEE Campus TLI Grant Goal (80%) Comparison Report

Campus: AIDA C ESCOBAR
EL

English

	2024-2025			2025-2026
	G01 TPRI Beginning-Of-Year	G01 TPRI Middle-Of-Year	G01 TPRI End-Of-Year	G01 TPRI Beginning-Of-Year
	#Std: 43 / #Assmt: 43	#Std: 42 / #Assmt: 42	#Std: 43 / #Assmt: 43	#Std: 37 / #Assmt: 37
PHONOLOGICAL AWARENESS (D or SK on all PA tasks) Met	8 19%	26 62%	35 81%	12 32%
Gap towards EOY Goal	-61% ▼	-18% ▼	1% ▲	-48% ▼
PHONICS (D or SK on all GK tasks) Met	8 19%	34 81%	40 93%	10 27%
Gap towards EOY Goal	-61% ▼	1% ▲	13% ▲	-53% ▼
WORD READING (D on all Word Reading Sets) Met	7 16%	22 52%	37 86%	10 27%
Gap towards EOY Goal	-64% ▼	-28% ▼	6% ▲	-53% ▼
FLUENCY (WCPM 1/40/60)* Met	21 49%	28 67%	32 74%	15 41%
Gap towards EOY Goal	-31% ▼	-13% ▼	-6% ▼	-39% ▼
READING COMPREHENSION (D on Both) Met	2 5%	17 40%	32 74%	4 11%
Gap towards EOY Goal	-75% ▼	-40% ▼	-6% ▼	-69% ▼

Spanish

	2024-2025			2025-2026
	G01 Tejas LEE Beginning-Of-Year	G01 Tejas LEE Middle-Of-Year	G01 Tejas LEE End-Of-Year	G01 Tejas LEE Beginning-Of-Year
	#Std: 36 / #Assmt: 36	#Std: 36 / #Assmt: 36	#Std: 35 / #Assmt: 35	#Std: 45 / #Assmt: 45
PHONOLOGICAL AWARENESS (D on Sections 1+2,3+4,8 5+6) Met	11 31%	26 72%	29 83%	1 2%
Gap towards EOY Goal	-49% ▼	-8% ▼	3% ▲	-78% ▼
PHONICS (D on Sections 9) Met	0 0%	26 72%	28 80%	0 0%
Gap towards EOY Goal	0%	-8% ▼	0%	0%
WORD READING (D on Sections 7) Met	18 50%	28 78%	29 83%	15 33%
Gap towards EOY Goal	-30% ▼	-2% ▼	3% ▲	-47% ▼
FLUENCY (WCPM 1/40/60)* Met	21 58%	21 58%	21 60%	21 47%
Gap towards EOY Goal	-22% ▼	-22% ▼	-20% ▼	-33% ▼
READING COMPREHENSION (D on Both) Met	17 47%	20 56%	27 77%	12 27%
Gap towards EOY Goal	-33% ▼	-24% ▼	-3% ▼	-53% ▼

TPRI / Tejas LEE Campus TLI Grant Goal (80%) Comparison Report

Campus: AIDA C ESCOBAR EL

English	2024-2025			2025-2026
	G02 TPRI Beginning-Of-Year	G02 TPRI Middle-Of-Year	G02 TPRI End-Of-Year	G02 TPRI Beginning-Of-Year
	#Std: 47 / #Assmt: 47	#Std: 48 / #Assmt: 48	#Std: 48 / #Assmt: 48	#Std: 43 / #Assmt: 43
PHONICS (D on all 4 Spelling Sets)	3 Met 6%	8 Met 17%	17 Met 35%	3 Met 7%
Gap towards EOY Goal	-74% ▼	-63% ▼	-45% ▼	-73% ▼
WORD READING (D on all Word Reading Sets)	20 Met 43%	28 Met 58%	36 Met 75%	19 Met 44%
Gap towards EOY Goal	-37% ▼	-22% ▼	-5% ▼	-36% ▼
FLUENCY (WCPM 60/60/70)*	29 Met 62%	36 Met 75%	37 Met 77%	29 Met 67%
Gap towards EOY Goal	-18% ▼	-5% ▼	-3% ▼	-13% ▼
READING COMPREHENSION (D on Both)	18 Met 38%	17 Met 35%	35 Met 73%	15 Met 35%
Gap towards EOY Goal	-42% ▼	-45% ▼	-7% ▼	-45% ▼

Spanish	2024-2025			2025-2026
	G02 Tejas LEE Beginning-Of-Year	G02 Tejas LEE Middle-Of-Year	G02 Tejas LEE End-Of-Year	G02 Tejas LEE Beginning-Of-Year
	#Std: 50 / #Assmt: 50	#Std: 50 / #Assmt: 50	#Std: 50 / #Assmt: 50	#Std: 33 / #Assmt: 33
PHONICS (D on Sections 3)	21 Met 42%	20 Met 40%	3 Met 6%	20 Met 61%
Gap towards EOY Goal	-38% ▼	-40% ▼	-74% ▼	-19% ▼
WORD READING (D on Sections 1)	28 Met 56%	37 Met 74%	39 Met 78%	21 Met 64%
Gap towards EOY Goal	-24% ▼	-6% ▼	-2% ▼	-16% ▼
FLUENCY (WCPM 60/60/70)*	11 Met 22%	22 Met 44%	29 Met 58%	15 Met 45%
Gap towards EOY Goal	-58% ▼	-36% ▼	-22% ▼	-35% ▼
READING COMPREHENSION (D on Both)	4 Met 8%	14 Met 28%	19 Met 38%	5 Met 15%
Gap towards EOY Goal	-72% ▼	-52% ▼	-42% ▼	-65% ▼

TPRI / Tejas LEE Campus TLI Grant Goal (80%) Comparison Report

Campus: AIDA C ESCOBAR EL

English	2024-2025			2025-2026
	G03 TPRI Beginning-Of-Year	G03 TPRI Middle-Of-Year	G03 TPRI End-Of-Year	G03 TPRI Beginning-Of-Year
	#Std: 44 / #Assmt: 44	#Std: 45 / #Assmt: 45	#Std: 45 / #Assmt: 45	#Std: 42 / #Assmt: 42
PHONICS (D on all 4 Spelling Sets)	3	7	19	4
Met	7%	16%	42%	10%
Gap towards EOY Goal	-73% ▼	-64% ▼	-38% ▼	-70% ▼
WORD READING (D on all Word Reading Sets)	12	16	29	9
Met	27%	36%	64%	21%
Gap towards EOY Goal	-53% ▼	-44% ▼	-16% ▼	-59% ▼
FLUENCY (WCPM 90/100/120)*	27	23	13	28
Met	61%	51%	29%	67%
Gap towards EOY Goal	-19% ▼	-29% ▼	-51% ▼	-13% ▼
READING COMPREHENSION (D on Both)	25	30	34	26
Met	57%	67%	76%	62%
Gap towards EOY Goal	-23% ▼	-13% ▼	-4% ▼	-18% ▼

Spanish	2024-2025			2025-2026
	G03 Tejas LEE Beginning-Of-Year	G03 Tejas LEE Middle-Of-Year	G03 Tejas LEE End-Of-Year	G03 Tejas LEE Beginning-Of-Year
	#Std: 33 / #Assmt: 33	#Std: 35 / #Assmt: 35	#Std: 36 / #Assmt: 36	#Std: 43 / #Assmt: 43
PHONICS (D on Sections 2)	0	2	16	1
Met	0%	6%	44%	2%
Gap towards EOY Goal	-80% ▼	-74% ▼	-36% ▼	-78% ▼
FLUENCY (WCPM 90/100/120)*	11	11	5	11
Met	33%	31%	14%	26%
Gap towards EOY Goal	-47% ▼	-49% ▼	-66% ▼	-54% ▼
READING COMPREHENSION (D on Both)	12	10	9	13
Met	36%	29%	25%	30%
Gap towards EOY Goal	-44% ▼	-51% ▼	-55% ▼	-50% ▼

Texas Education Agency

2025 STAAR Performance

AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	263	263	89	-	615	
Approaches GL or Above	220	218	62	-	500	81%
Meets GL or Above	174	159	33	-	366	60%
Masters GL	110	90	19	-	219	36%
Total Percentage Points						177%
Component Score						59

Additional Student Groups

	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	84%	82%	97%	100%	80%	80%	52%	40%	84%	81%	*	-	-	*
At Meets GL Standard or Above	66%	62%	97%	98%	58%	58%	30%	20%	67%	63%	*	-	-	*
At Masters GL Standard	42%	37%	80%	91%	38%	38%	18%	20%	44%	36%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	220	191	29	46	104	104	23	2	172	48	*	-	-	*
At Meets GL Standard or Above	174	145	29	45	76	76	13	1	137	37	*	-	-	*
At Masters GL Standard	110	86	24	42	50	50	8	1	89	21	*	-	-	*
Total Tests	263	233	30	46	130	130	44	5	204	59	*	-	-	*
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	83%	81%	100%	100%	80%	80%	55%	80%	83%	81%	*	-	-	*
At Meets GL Standard or Above	60%	56%	93%	98%	58%	58%	30%	40%	61%	58%	*	-	-	*
At Masters GL Standard	34%	29%	77%	80%	32%	32%	23%	0%	36%	27%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	218	188	30	46	104	104	24	4	170	48	*	-	-	*
At Meets GL Standard or Above	159	131	28	45	75	75	13	2	125	34	*	-	-	*
At Masters GL Standard	90	67	23	37	42	42	10	0	74	16	*	-	-	*
Total Tests	263	233	30	46	130	130	44	5	204	59	*	-	-	*
Science														
Percent of Tests														
At Approaches GL Standard or Above	70%	66%	100%	95%	70%	70%	27%	*	74%	55%	-	-	-	-
At Meets GL Standard or Above	37%	32%	80%	81%	37%	37%	13%	*	42%	20%	-	-	-	-
At Masters GL Standard	21%	18%	50%	67%	16%	16%	0%	*	23%	15%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	62	52	10	20	30	30	4	*	51	11	-	-	-	-
At Meets GL Standard or Above	33	25	8	17	16	16	2	*	29	4	-	-	-	-
At Masters GL Standard	19	14	5	14	7	7	0	*	16	3	-	-	-	-
Total Tests	89	79	10	21	43	43	15	*	69	20	-	-	-	-

2025 Academic Growth
AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	254.5	1	254.50
Accelerated Learning Points Earned	17	0.25	4.25
Sum of Annual Growth plus Accelerated Learning Points			258.75
Total Tests Evaluated			358
Academic Growth Score			72

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	92	0	0
Tests Earning 0.5 Points	23	0.5	11.5
Tests Earning 1 Point	243	1	243
Annual Growth Points Earned			254.5
Total Tests Evaluated			358
Annual Growth Score			71

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	30	0	0
Tests Earning 1 Point	17	1	17
Accelerated Learning Points Earned			17
Total Tests Evaluated			47
Accelerated Learning Score			36

Texas Education Agency

2025 Closing the Gaps

AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					78

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated based on 2024 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2025 Target	46%	34%	39%	59%	44%	73%	46%	55%	37%		
RLA Next Interim Target (2027-28 through 2031-32)	55%	45%	49%	66%	53%	78%	55%	63%	48%		
RLA Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%		
Points Earned	3		3							3	
2025 % at Meets GL Standard or Above	66%	-	66%	-	-	*	-	-	63%		
2025 # at Meets GL Standard or Above	174	-	**	-	-	*	-	-	150		
2025 Total Tests (Adjusted)	263	-	**	-	-	*	-	-	238		
2024 % at Meets GL Standard or Above	66%	-	66%	--	-	-	-	-	65%		
Mathematics 2025 Target	49%	33%	44%	60%	47%	82%	51%	55%	42%		
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	44%	53%	67%	56%	85%	59%	63%	52%		
Mathematics Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%		
Points Earned	3		3							3	
2025 % at Meets GL Standard or Above	60%	-	61%	-	-	*	-	-	57%		
2025 # at Meets GL Standard or Above	159	-	**	-	-	*	-	-	136		
2025 Total Tests (Adjusted)	263	-	**	-	-	*	-	-	238		
2024 % at Meets GL Standard or Above	60%	-	60%	--	-	-	-	-	59%		
Total Points										18	24
Academic Growth Status											
RLA 2025 Target	64%	59%	62%	68%	62%	80%	62%	67%	61%		
RLA Next Interim Target (2027-28 through 2031-32)	74%	69%	72%	77%	72%	85%	72%	76%	71%		
RLA Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%		
Points Earned	3		3							3	
2025 Academic Growth Score	75%	-	75%	-	-	-	-	-	74%		
2025 Growth Points	135.00	-	135.00	-	-	-	-	-	120.00		
2025 Total Tests	179	-	179	-	-	-	-	-	163		
2024 Academic Growth Score	74%	-	74%	--	-	-	-	-	74%		

Accountability Groups

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Mathematics 2025 Target	69%	61%	68%	74%	69%	88%	70%	71%	66%		
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	71%	77%	81%	78%	90%	78%	79%	76%		
Mathematics Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%		
Points Earned	3		3						3		
2025 Academic Growth Score	69%	-	69%	-	-	-	-	-	68%		
2025 Growth Points	123.75	-	123.75	-	-	-	-	-	110.25		
2025 Total Tests	179	-	179	-	-	-	-	-	163		
2024 Academic Growth Score	74%	-	74%	--	-	-	-	-	74%		
Total Points										18	24
Federal Graduation Rate Status											
2025 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned											
2024 % Graduated	-	-	-	-	-	-	-	-	-		
2024 # Graduated	-	-	-	-	-	-	-	-	-		
2024 Total in Class	-	-	-	-	-	-	-	-	-		
2023 % Graduated	-	-	-	-	-	-	-	-	-		
Total Points											
Progress in Achieving English Language Proficiency (EB/EL Current)											
2025 Target									49%		
Next Interim Target (2027-28 through 2031-32)									51%		
Long Term Target (2037-38)									55%		
Points Earned									4		
2025 TELPAS Progress Rate									58%		
2025 TELPAS Progress									118		
2025 TELPAS Total									205		
2024 TELPAS Progress Rate									53%		
Total Points										4	4

Student Success (Student Achievement Domain Score (STARS Component Only))



Accountability Groups

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
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Student Success (Student Achievement Domain Score (STAAR Component Only))

2025 Target	47	36	41	58	46	72	49	55	40		
Next Interim Target (2027-28 through 2031-32)	57	46	51	68	56	80	59	65	50		
Long Term Target (2037-38)	77	66	71	88	76	95	79	85	70		
Points Earned	3		3						3		
2025 STAAR Component Score	59	-	59	-	-	*	-	-	56		
2025 % at Approaches GL Standard or Above	81%	-	81%	-	-	*	-	-	80%		
2025 % at Meets GL Standard or Above	60%	-	59%	-	-	*	-	-	56%		
2025 % at Masters GL Standard	36%	-	36%	-	-	*	-	-	32%		
2025 Total Tests	615	-	**	-	-	*	-	-	557		
2024 STAAR Component Score	57	-	57	--	-	-	-	-	56		
Total Points										9	12

School Quality (College, Career, and Military Readiness Performance)

2025 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%		
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%		
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%		
Points Earned											
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2024 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2024 Total Students	-	-	-	-	-	-	-	-	-		
2023 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
Total Points											

Participation 2024-25

Target	95%	95%	95%	95%	95%	95%	95%	95%	95%		
RLA											
% Participation	100%	-	100%	-	-	*	-	-	100%		
# Participants	280	-	**	-	-	*	-	-	255		
Total Students	280	-	**	-	-	*	-	-	255		
Mathematics											
% Participation	100%	-	100%	-	-	*	-	-	100%		
# Participants	278	-	**	-	-	*	-	-	253		

Comprehensive Needs Assessment

Special Education, ECO and Emergent Bilingual:

The following sources from across our campus were used to review the Special Education, ECOD, and Emergent Bilingual data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Results Driven Accountability (RDA) indicators to determine strengths and needs of our Special Education, ECOD and Emergent Bilingual students.

Needs:

As evidenced in the 2024-2025 STAAR assessments, the results show an achievement Meets level gap as follows:

- In Reading, the achievement
 - gap between Sp. Ed. and All students is 40%.
 - gap between ECOD. and All students is 2%.
- In Mathematics, the achievement
 - gap between Sp. Ed. and All students is 28%.
 - gap between ECOD. and All students is 1%.
 - gap between Emergent Bilingual and All students is 1%.
- In Science, the achievement
 - gap between Sp. Ed. and All students is 22%.
 - gap between Emergent Bilingual and All students 2021-2022 is 6%.
- **Strengths:**
 - In Reading the Masters achievement growth between Emergent Bilingual and All students is 4%

Personnel Needs:

Escobar Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants

recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Goal Area 1: Student Achievement

Annual Goal 1: The percentage of students who perform at Meets grade level or above on STAAR Reading will increase by 4 percentage points by June 2026

Objective 1: The percentage of students meeting or exceeding grade level on STAAR reading Grades 3-5 will increase from 56% to 60% by providing access to a standards-aligned, guaranteed, and viable curriculum.

Strategy 1: Testing calendar will be created to provide campus-wide alignment of assessments and progress monitoring

Timeline: June 2025- Aug. 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Aligned ALIs and district Benchmarks will be administered campus-wide to monitor student progress in the curriculum.
- 2) Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.) to identify areas of concern in order to prescribe appropriate resources for intervention
- 3) Utilize DMAC TAG/stem questions to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready 	<ul style="list-style-type: none"> •Walkthrough documents • Completed testing calendars and timelines • Agendas and sign in sheets • Completed assessment progress 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic • Student Growth Measures [SGM] Pre/Post Test Beginning Of the Year

Strategy 2: Grade Level Performance Review sessions will be held to each grade level within 48 hours following the district level CBA or Benchmark.

Timeline: September 2025 - May 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Action Steps:

- 1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).
- 2) Following each CBA or Benchmark, the campus admin team will analyze grade level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
- 3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
- 4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the master's Level on the STAAR assessment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings 	<ul style="list-style-type: none"> •Walkthrough documents Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data 	<ul style="list-style-type: none"> •Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and master's levels on STAAR/EOC Increase in student progress made 	<ul style="list-style-type: none"> •Formative assessments• •Results Driven Accountability •IReady Diagnostic CBAs Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE

Strategy 3: Campus Review Sessions will be held to review CBA and Benchmark data with grade level leaders, identify areas of concern in order to plan next steps.

Timeline: September 2025 - May 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs

Action Steps:

- 1) Teachers will be provided support in the implementation of writing across all subjects.
- 2) Support technology integration within the ELAR/ SLAR curriculum to enhance the virtual learning lessons.
- 3) CLL will allow for reading lesson planning during CLCs to create an interconnection of subjects.
- 4) PK-5th grade teachers will receive extra time to work collaboratively and align TEKS to student groups.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District and Campus Benchmark Data Reports Plan for Interventions Tutoring Calendar SAAVAS Magnetic/Mosaico 	<ul style="list-style-type: none"> •Training Agenda •Collaborative Learning Community Meetings Agendas and sign-in sheets Data Analysis documents Campus Review documents Tutoring Calendar 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth •CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] Progress Monitoring •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI 2.0) •Results Driven Accountability •TELPAS •I-Ready

Goal Area 2: Closing the Achievement Gap

Annual Goal 1: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2026.

Objective 1: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2024.

Strategy 1: Collect and assess data to monitor student progress weekly and drive interventions

Timeline: September 2025- Aug. 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Use ongoing district and campus-created formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
- 2) Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and increase performance at the Meets level and above
- 3) Use assessment data to drive intervention plans and build intervention time into the day
- 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)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •I-Ready *District Curriculum *STAAR Release Assessments (BM I & II) *Interim Assessments *Summit K-12 *Age of learning 	<ul style="list-style-type: none"> •*DMAC data reports * Cambium Reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth *Closing the achievement gap among student groups *Increase the academic performance of all student groups in all BM *STAAR Math (3rd-5th) *STAAR Reading (3rd-5th) *STAAR Science (5th) 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability • I-Ready Diagnostic • Student Growth Measures [SGM] Pre/Post Test Beginning Of the Year *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *Circle Kindergarten Progress Monitoring (KPM) *LION

Strategy 2: Use formative assessment results to establish priorities for weekly progress monitoring

Timeline: September 2025 - May 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Action Steps:

- 1) Re-establish priorities based on data and identified student needs
- 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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings 	<ul style="list-style-type: none"> •Walkthrough documents Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data 	<ul style="list-style-type: none"> •Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and master’s levels on STAAR/EOC Increase in student progress made 	<ul style="list-style-type: none"> •Formative assessments• •Results Driven Accountability •IReady Diagnostic CBA Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE

Strategy 3: Provide technology resources to facilitate reading development and differentiate student learning

Timeline: September 2025 - May 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Action Steps:

- 1) Allocate resources (e.g., Istation, Accelerated Reading/Star software, Voyager 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/classroom schedules allow for instructional time for the program implementation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings *District Curriculum *Istation Reading *STAAR Release Assessments (BM I & II) *Technology to support student instructional online software (e.i. iPads, desktops, different style headphones, accessories for technology) 	<ul style="list-style-type: none"> *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM, *STAAR 	<ul style="list-style-type: none"> •Formative assessments• •Results Driven Accountability •IReady Diagnostic CBAs Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE Circle Kindergarten Progress Monitoring (KPM) *LION

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

Annual Goal 1: By June 2026, the campus’s positive culture and climate will increase for teachers and staff perception of staff-student relationships.

Objective 1: By June 2024, students' social and emotional learning knowledge and skills will increase.

Strategy 1: All students will be provided guidance lessons that build on the social emotional development of the student

Timeline: September 2025- Aug. 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Implement Pre-K through 5th comprehensive counseling and guidance curriculum during advisory period
- 2) Deliver virtual Social Emotional Learning Student Academies
- 3) Analyze data collected from Panorama SEL skills surveys and needs assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
*Region One and State Conference Training and Materials *Research Based Best Practices *PreK-5th Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys Counseling instructional resources	Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance * Walk Through portal

Strategy 2: Teachers will embed the five social-emotional learning competencies during their content areas and extra-curricular activities

Timeline: September 2025- Aug. 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Implement and address the following skills in their lessons such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- 2) Promote the five competencies in extra-curricular activities such as cheerleading, dance, Folklorico, choir, UIL academic events, Enrichment Camps, guitar, etc.
- 3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> *District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback 7Cs survey 	<ul style="list-style-type: none"> *Walk Through /Observation Reports *Lesson Plans *Completed Surveys 	<ul style="list-style-type: none"> *SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement 	<ul style="list-style-type: none"> * Climate Survey *Participation and Performance *SEL Skills Screener

Goal Area 4: Increase Staff Quality, Recruitment and Retention

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

Objective 1: Use walk-through data to monitor and support teacher effectiveness.

Strategy 1: Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Create campus walk-through schedule
- 2) Complete 10 walk-throughs per week.
- 3) Review walk-through data and address areas of need.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Instructional walk-through focus tool Pacing Guides T-TESS Region One Trainings	Instructional walk-through focus tool Pacing Guides	Professional growth and high-quality teaching Student academic achievement data from assessments	Weekly walk-through data

Strategy 2: All teachers will be provided with weekly instructional feedback by campus administrators.

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.
- 2) Provide learning opportunities, i.e.... peer observations to observed effective strategies based on areas of need.
- 3) Monitor and follow up with next steps

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Instructional walk-through focus tool Pacing Guides TEKS Release STEM Questions	Instructional walk-through focus tool CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching Student academic achievement data from assessments	Weekly walk-through data

Strategy 3: Campus administrators will identify areas of need by teacher

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Campus administrators and teachers will develop and monitor professional development goals to address areas of need observed via walkthroughs.
- 2) Provide professional development opportunities for staff
- 3) Review and monitor achievement of professional development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Dashboard, Instructional walk-through focus tool, T-TESS observations, SGM data, Professional Learning Communities, CLL forms	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Weekly walk-through data Reviews T-TESS reprot