



Campus Improvement Plan

Daniel Ramirez Elementary

2027 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

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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.

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.

District Strategic Direction



Campus Executive Summary

Demographics:

The current enrollment at Daniel Ramirez Elementary as of August 2027 is 35 in PK 3 through 5th grade. The student population at Daniel Ramirez Elementary consists of 99.81% of Hispanics.

The following is a breakdown of the student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	414	218	196	61	248	7	402	21	379
Percent		53%	47%	14.7%	59.9%	1.7%	97.1%	5.1%	92%

Comprehensive Needs Assessment:

Daniel Ramirez Elementary has been rated a "B" Campus by the State of Texas on the 2027 Accountability. In Domain I, Student Achievement, STAAR Performance was at a 74 (C). In Domain II, Part A Relative Performance (82), Part B Academic Growth (70). Domain III, Closing the Gaps, (76).

The overall 2027 Accountability Rating for Ramirez Elementary was a score of 80 (B). In grades 3-5 all tested STAAR subjects, 431 test were administered with over 98% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

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:

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 Name Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Yadira Galvan	Principal
Monica Reyna	Assistant Principal
Denisse Garcia	CLL
Ruth Luera	Reading Coach
Abelardo Garza	Teacher
Maria Reyna	Teacher
Maria Garcia	Teacher
Wendy Salazar	Teacher
Celina Livingston	Sped Teacher
Amanda Campos	Parent
	Parent
Gladys Guerrero	Business Representative
Focus Area 2: Student Supports	
Name	Role
Yadira Galvan	Principal
Monica Reyna	Assistant Principal
Claudia De la Cruz	Counselor
Ruth Luera	Reading Coach
Abelardo Garza	Teacher
Maria Garcia	Teacher
Celina Livingston	Teacher
Amanda Campos	Parent

Focus Area 3: Leadership Growth	
Name	Role
Yadira Galvan	Principal
Monica Reyna	Assistant Principal
Abelardo Garza	Teacher
Maria Reyna	Teacher
Maria Garcia	Teacher
Denisse Garcia	CLL
Ruth Luera	Reading Coach
Amanda Campos	Parent
Focus Area 4: Family & Community Empowerment	
Name	Role
Yadira Galvan	Principal
Monica Reyna	Assistant Principal
Claudia De la Cruz	Counselor
Denisse Garcia	CLL
Ruth Luera	Reading Coach
Amanda Campos	Parent
	Parent
Gladys Guerrero	Business Representative

Data Sources Reviewed

1. 2024-2026, 2026-2027 Attendance
2. TPRI/Tejas Lee
3. 2026 STAAR Performance
4. 2027 STAAR Performance
5. Age of Learning
6. 2027 Identification of Schools for Improvement
7. iReady Reading & Math
8. 2026 & 2027 TELPAS Performance
9. 2026 Kindergarten Readiness
10. Discipline Referrals
11. PEIMS Demographics
12. Walkthroughs Data
13. Parental Involvement Data
14. T-TESS Evaluation/ Teacher Incentive Allotment
15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan

Campus Overall Summary

Retrieved on August 14, 2027 from [TEA](#)

Texas Education Agency
2026 Accountability Rating Overall Summary
 DANIEL RAMIREZ EL (108909116) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

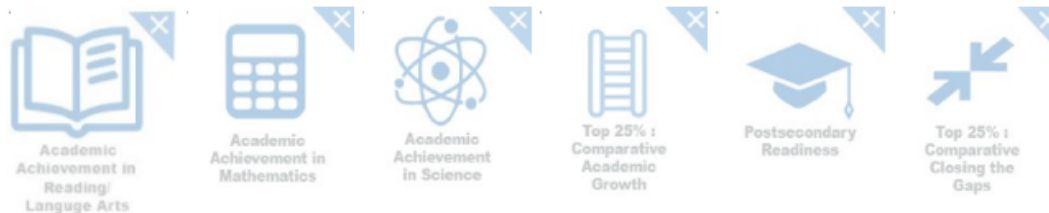
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		81	B	
Student Achievement		74	C	0%
STAAR Performance	46	74		
College, Career and Military Readiness				
Graduation Rate				
School Progress		83	B	70%
Academic Growth	63	70	C	
Relative Performance (Eco Dis: 96.5%)		83	B	✓
Closing the Gaps	50	76	C	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 DANIEL RAMIREZ EL (108909116) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored) *	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	2
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	0	-	2
2025	-	3	-	-	-	-	-	3	3	0	-	1
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	3	-	0
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	3	-	-	-	-	-	3	3	1	-	1
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	0	-	-	-	-	-	3	0	0	-	0
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	1	-	-	-	-	-	1	1	3	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	1	-	-	-	-	-	0	3	3	-	0
2025	-	0	-	-	-	-	-	0	3	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	1
Progress in Achieving English Language Proficiency (EB Current)												
2024									0			
2025									4			
2026									4			

Student Achievement: 2027 STAAR Performance

Texas Education Agency
2026 STAAR Performance

DANIEL RAMIREZ EL (108909116) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	181	181	75	-	437	
Approaches GL or Above	133	132	52	-	317	73%
Meets GL or Above	95	80	25	-	200	46%
Masters GL	41	35	10	-	86	20%
Total Percentage Points						139%
Component Score						46

Student Achievement: 2027 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	73%	72%	100%	100%	69%	70%	46%	*	71%	79%	53%	*	-	42%
At Meets GL Standard or Above	46%	46%	44%	91%	44%	45%	26%	*	44%	53%	33%	*	-	17%
At Masters GL Standard	20%	19%	33%	71%	19%	19%	14%	*	19%	21%	7%	*	-	0%
Number of Tests														
At Approaches GL Standard or Above	317	308	9	45	158	167	43	*	247	70	8	*	-	5
At Meets GL Standard or Above	200	196	4	41	101	108	24	*	153	47	5	*	-	2
At Masters GL Standard	86	83	3	32	43	46	13	*	67	19	1	*	-	0
Total Tests	437	428	9	45	229	238	93	*	348	89	15	*	-	12
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	73%	73%	*	100%	68%	69%	44%	*	72%	79%	60%	*	-	*
At Meets GL Standard or Above	52%	53%	*	95%	50%	52%	26%	*	51%	58%	40%	*	-	*
At Masters GL Standard	23%	22%	*	79%	21%	22%	13%	*	24%	18%	20%	*	-	*
Number of Tests														
At Approaches GL Standard or Above	133	130	*	19	64	68	17	*	103	30	3	*	-	*
At Meets GL Standard or Above	95	94	*	18	47	51	10	*	73	22	2	*	-	*
At Masters GL Standard	41	40	*	15	20	22	5	*	34	7	1	*	-	*
Total Tests	181	178	*	19	94	98	39	*	143	38	5	*	-	*
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	73%	72%	*	100%	71%	72%	49%	*	72%	76%	40%	*	-	*
At Meets GL Standard or Above	44%	44%	*	84%	46%	46%	28%	*	44%	45%	20%	*	-	*
At Masters GL Standard	19%	19%	*	63%	18%	18%	15%	*	19%	21%	0%	*	-	*
Number of Tests														
At Approaches GL Standard or Above	132	129	*	19	67	71	19	*	103	29	2	*	-	*
At Meets GL Standard or Above	80	78	*	16	43	45	11	*	63	17	1	*	-	*
At Masters GL Standard	35	34	*	12	17	18	6	*	27	8	0	*	-	*
Total Tests	181	178	*	19	94	98	39	*	143	38	5	*	-	*
Science														
Percent of Tests														
At Approaches GL Standard or Above	69%	68%	*	100%	66%	67%	47%	-	66%	85%	60%	*	-	*
At Meets GL Standard or Above	33%	33%	*	100%	27%	29%	20%	-	27%	62%	40%	*	-	*
At Masters GL Standard	13%	13%	*	71%	15%	14%	13%	-	10%	31%	0%	*	-	*
Number of Tests														
At Approaches GL Standard or Above	52	49	*	7	27	28	7	-	41	11	3	*	-	*
At Meets GL Standard or Above	25	24	*	7	11	12	3	-	17	8	2	*	-	*
At Masters GL Standard	10	9	*	5	6	6	2	-	6	4	0	*	-	*
Total Tests	75	72	*	7	41	42	15	-	62	13	5	*	-	*

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

DANIEL RAMIREZ EL (108909116) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**
Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	154.0	1	154.00
Accelerated Learning Points Earned	25	0.25	6.25
Sum of Annual Growth plus Accelerated Learning Points			160.25
Total Tests Evaluated			254
Academic Growth Score			63

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

DANIEL RAMIREZ EL (108909116) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**
Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	96.5%	46	83
College, Career, and Military Readiness			
Relative Performance			83

School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

DANIEL RAMIREZ EL (108909116) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	17	24	70.8	30.0%	21.2
Growth Status	6	24	25.0	50.0%	12.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	8	12	66.7	10.0%	6.7
Closing the Gaps Score					50

School Progress: Closing the Gaps Continuation

	Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	52%	53%	*	95%	50%	52%	26%	*	51%	58%	40%	*	-	*
2026 # at Meets GL Standard or Above	95	94	*	18	47	51	10	*	73	22	2	*	-	*
2026 Total Tests (Adjusted)	181	178	*	19	94	98	39	*	143	38	5	*	-	*
2025 % at Meets GL Standard or Above	42%	41%	--	94%	41%	42%	18%	-	43%	41%	--	-	-	0%
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	2	3				3	1		1					
2026 % at Meets GL Standard or Above	44%	44%	*	84%	46%	46%	28%	*	44%	45%	20%	*	-	*
2026 # at Meets GL Standard or Above	80	78	*	16	43	45	11	*	63	17	1	*	-	*
2026 Total Tests (Adjusted)	181	178	*	19	94	98	39	*	143	38	5	*	-	*
2025 % at Meets GL Standard or Above	34%	34%	--	94%	34%	34%	24%	-	38%	26%	--	-	-	0%
Academic Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	0	3				0	0		0					
2026 Academic Growth Score	61%	61%	*	89%	57%	60%	32%	-	62%	61%	50%	*	-	*
2026 Growth Points	78.00	75.75	*	12.50	38.50	42.50	8.25	-	62.25	15.75	2.50	*	-	*
2026 Total Tests	127	124	*	14	67	71	26	-	101	26	5	*	-	*
2025 Academic Growth Score	74%	73%	--	100%	77%	78%	51%	-	76%	70%	--	-	-	63%
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	1	1				1	3		0					
2026 Academic Growth Score	65%	64%	*	79%	63%	63%	62%	-	64%	68%	60%	*	-	*
2026 Growth Points	82.25	79.75	*	11.00	42.00	45.00	16.00	-	64.50	17.75	3.00	*	-	*
2026 Total Tests	127	124	*	14	67	71	26	-	101	26	5	*	-	*
2025 Academic Growth Score	61%	60%	--	102%	62%	62%	51%	-	64%	53%	--	-	-	0%

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					4									
2026 TELPAS Progress Rate					49%									
2026 TELPAS Progress					73									
2026 TELPAS Total					148									
2025 TELPAS Progress Rate					48%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	2	3				3	3		1					
2026 STAAR Component Score	46	46	59	87	44	45	29	*	45	51	31	*	-	20
2026 % at Approaches GL Standard or Above	73%	72%	100%	100%	69%	70%	46%	*	71%	79%	53%	*	-	42%
2026 % at Meets GL Standard or Above	46%	46%	44%	91%	44%	45%	26%	*	44%	53%	33%	*	-	17%
2026 % at Masters GL Standard	20%	19%	33%	71%	19%	19%	14%	*	19%	21%	7%	*	-	0%
2026 Total Tests	437	428	9	45	229	238	93	*	348	89	15	*	-	12
2025 STAAR Component Score	38	37	53	84	36	37	22	-	39	36	--	-	-	13
Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	99%	99%	*	100%	100%	100%	98%	*	99%	100%	100%	*	*	100%
# Participants	193	189	*	19	99	103	41	*	146	47	8	*	*	6
Total Students	194	190	*	19	99	103	42	*	147	47	8	*	*	6
Mathematics														
% Participation	99%	99%	*	100%	100%	100%	98%	*	99%	100%	100%	*	*	100%
# Participants	193	189	*	19	99	103	41	*	146	47	8	*	*	6
Total Students	194	190	*	19	99	103	42	*	147	47	8	*	*	6

Comprehensive Needs Assessment

AREA LEADS:



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 2026 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 42% (goal 46%)
- The All-Student Group in Math at Meets Grade Level Standard or Above was at 44% (goal 49%)
- Emergent Bilingual Student Group in Math at Meets Grade Level Standard or Above was at 46% (goal 45%)
- Emergent Bilingual Student Group in ELA/Reading Growth was at 60% (goal 62%)
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 26% (goal 26%)
- Continuously Enrolled students in ELA/Reading at Meets Grade Level Standard and Above was at 51% (goal 47%)
- Continuously Enrolled students in Math at Meets Grade Level Standard and Above was at 44% (goal 51%)
- Continuously Enrolled students in Math Growth was at 62% (goal 65%)
- Continuously Enrolled Students in ELA/Reading was 64% (goal 70%)
- 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: Student Achievement**

Based on STAAR 2026 data, Daniel Ramirez obtained a scaled score of a 74 (C) in Student Achievement and a 70 (C) in school progress obtaining an overall score of a 81(B). The annual goal is to increase the overall campus letter rating to an A focusing on Student Achievement, Growth and 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: September 2026 – May 2027

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:

- **Develop and Share a Weekly Schedule:**
Implement weekly CLC's to analyze assessment data and plan responsive instruction.
- **Assign Roles and Materials in Advance:**
Provide small group interventions for the targeted groups to close learning gaps.
- **Facilitate Collaborative Planning and Feedback:**
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 [BM's] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •iReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Strengthen Tier 1 Instruction**Timeline:** September 2026 – May 2027**Title I School Components:** Title I - Title I, Special Ed. & Bilingual Funds**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Counselor, All Teacher, Instructional Aids, Content Coordinators & Specialists**Action Steps:**

- **Create a Walkthrough Schedule and Rotation Plan:**
Provide Professional development on the TEKS, instructional best practices, and differentiation.
- **Use a Standardized Walkthrough Tool:**
Use district curriculum and scope & sequence with fidelity.
- **Debrief and Provide Timely Feedback:**
Model and coach teachers using effective lesson delivery and engagement strategies.

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 Accommodations	•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 of strategies	•Classroom walkthroughs and observations •Progress Monitoring of Student Learning (Trackers) •Formative Assessments weekly •Walkthroughs •Coaching Logs

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Build Teacher Capacity Through Ongoing Professional Development**Timeline:** September 2026 – May 2027**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:**

- Provide monthly PD focused on instructional strategies, differentiation, and STAAR Readiness.
- Offer job embedded coaching and model lessons during instructional blocks.
- Implement peer observations and collaborative reflection protocols.
- 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

Goal Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

OBJECTIVE 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 80% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

Strategy 1: Monitor all students' progress on a biweekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions on going • Saturday Academies • Sci Tech program to enhance vocabulary of content	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Monitor all student progress on a weekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Use Progress Monitoring to Drive Goal Setting and Student Ownership**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- Set individual academic progress goals for every student, using STAAR progress targets as benchmarks.
- Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- Hold regular student-teacher conferences to discuss growth and make adjustments to learning strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Student trackers provided by the district.	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Early Literacy

By September 2026, K-2 students' grade-level literacy proficiency on EOY composite scores will increase by 15 percentage points (from preliminary 49% to 71%) by September 2027 the goal is to increase an additional 15 points from 2026 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 2026–2027 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: September 2026 – May 2027

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:

- **Implement Tiered Literacy Instruction Using Small Group Rotations:**
Daily Phonics and phonemic awareness block in K-2 and targeted word study in grade 3
- **Develop and Schedule Daily Small Group Rotations:**
Follow district (HQIM) scope and sequence with fidelity
- **Monitor Progress and Document Growth:**
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
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Age of Learning • iReady	• 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.	• 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	• 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.

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.
- Positive teacher feedback on increased student engagement and independence in reading task

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Targeted Small-Group Interventions**Timeline:** September 2026 – May 2027**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:**

- **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

- **Deliver Daily Interventions:**

Provide 20–30 minutes of targeted, evidence-based literacy instruction using Science of Reading–aligned materials

- **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 Internalization • 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	• 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 of initial diagnostic assessments used to form groups. • Intervention schedules showing assigned small-group times for identified students.	• 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 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.	• 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.

instructional resources • Professional development on small-group interventions and Science of Reading practices •			
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Goal Area 1: Effective Teaching and Learning**Strategy 3:** Professional Development for K–3 Teachers with ongoing Instructional Support**Timeline:** September 2026 – May 2027**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:**

- **Host Monthly Family Literacy Nights:**

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.

- **Distribute Literacy Take-Home Kits:**

Literacy coaches observe classrooms, model instructional strategies, and provide one-on-one or small-group coaching to support fidelity of structured literacy implementation.

- **Communicate Weekly Literacy Tips via Digital Platforms:**

Hold weekly CLC meetings where teachers analyze student data, share best practices, and reflect on their instructional strategies.

- **Communicate Weekly Literacy Tips via Digital Platforms:**

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 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

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Literacy**

OBJECTIVE 2: By the end of the school year, **80% of early childhood students** will demonstrate growth in foundational reading fluency skills — including **letter naming, phonological awareness, and oral language expression** — as measured by developmentally appropriate assessments.

Strategy 1: Implement Daily Phonological Awareness Activities

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Plan Weekly Skill Focus and Daily Mini-Lessons:**
Use consistent routines (e.g., “sound of the day,” chant, or interactive chart) to reinforce repetition.
- **Integrate Spiral Review into Daily Literacy Routines:**
Use a skill progression chart to guide instruction and ensure students revisit and build on prior knowledge.
- **Reinforce Skills Across Centers and Small Groups:**
Design literacy centers and small group activities that match the weekly skill focus using hands-on materials (e.g., picture sorts, matching cards, letter tiles).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning

Strategy 2: Build letter recognition and sound association through targeted instruction

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- 1) **Conduct Ongoing Letter-Sound Assessments to Group Students by Skill Level:**
Update data every 4–6 weeks to ensure instruction stays responsive to student growth.
- 2) **Deliver Daily, Small Group or Individualized Letter-Sound Instruction:**
Deliver Daily, Small Group or Individualized Letter-Sound Instruction
- 3) **Reinforce Letter-Sound Connections Through Literacy Centers and Play:**
Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Increase Oral Language Opportunities Through Interactive Read-Alouds**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **1) Develop oral language expression and vocabulary**
Use open-ended questions to encourage student talk (e.g., “What do you think will happen next?”).
- **2) Plan and Conduct Daily Interactive Read-Alouds with Rich Vocabulary:**
Use expression, gestures, and visual supports to model fluent oral language and support comprehension.
- **3) Extend the Read-Aloud with Retelling and Oral Storytelling Activities:**
Provide opportunities for students to create their own oral stories or endings using pictures or storyboards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

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: Achievement Gaps****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 2: School Progress**

By May 2027, 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: September 2026 – May 2027

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:

- **Embed Stems in Daily Content Objectives & Tasks:**
Use data from benchmarks, CBAs, and STAAR to identify specific learning gaps
- **Use Partner or Group Talk with Scaffolded Prompts:**
Provide small-group interventions for Reading and Math and implement tutoring programs before and after school for identified student groups
- **Create a Classroom Language Wall or Toolkit:**
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

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Pre-Teach Vocabulary with Visual Supports:**

Before introducing new content, select key academic vocabulary and pair each word with a **picture, diagram, or gesture**.

- **Use Realia and Hands-On Materials During Instruction:**

Bring in **real objects** or **manipulatives** related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).

- **Create Visual Word Walls or Interactive Vocabulary Journals:**

Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., “A ____ is used to ____.”)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • SciTech program • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 3: Incorporate Structured Collaborative Conversations****Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Establish and Teach Conversation Norms & Roles:**

Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like *Speaker, Listener, Questioner, or Recorder.*)

- **Use Sentence Stems and Conversation Prompts:**

Provide students with sentence starters to guide academic discussion.

- **Implement Consistent Routines like Think-Pair-Share or Socratic Circles:**

Build collaborative talk into daily instruction with routines such as:

- Think-Pair-Share: Students think individually, share with a partner, then with the group.
- Socratic Circles: Structured peer-led discussions around a text or topic.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Fluency checks	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

OBJECTIVE 2: Implement individualized intervention plans aligned to each student’s IEP, with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Select and Implement Appropriate Tools Based on Goal Type and Skill Area:**

Choose reliable progress monitoring tools that directly align with each student’s IEP goals in areas like reading, math, or writing.

- **Establish a Biweekly or Monthly Progress Monitoring Schedule:**

Follow district schedule for administering short assessments or collecting data samples to help track growth trends, identify areas of concern early, and keep students on track toward their interim goals.

- **Record and Analyze Data to Adjust Instruction as Needed**

Document data in an organized system and review results regularly to inform instructional changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 2:** Hold Collaborative Data Review Meetings Each Quarter**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Schedule Quarterly Meetings and Invite Key Stakeholders:**

Set dates at the beginning of the year for data review meetings and invite all relevant staff—Special Education teachers, general education teachers, interventionists, and administrators.

- **Prepare and Share Student Data in Advance:**

Compile progress monitoring data, IEP goal updates, and classroom performance records ahead of the meeting. Use a standardized template for consistency.

- **Develop and Document Action Plans Based on Data:**

During the meeting, identify students who are on track and those needing instructional adjustments. Create specific next steps and assign responsibilities. Instruction is adjusted in a timely, targeted way, and all team members understand their roles in supporting student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • LexiaCore5 • TXRL • monitoring system • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 3:** Conduct Regular IEP-Driven Small Group or 1:1 Instruction**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Create an Instructional Schedule Based on Student IEP Service Minutes:**

Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.

- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**

Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)

- **Track Student Participation and Progress After Each Session:**

Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • LexiaCore • SuccessEd program • professional development on tier 2/3 instructions	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

AREA LEADS:



GOAL AREA 3: Leadership Growth**Areas Reviewed: Student Performance****Strengths**

Ramirez Elementary provides the teachers 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 Pk-2nd, 3rd-5th.
- 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 2026 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2026 across **Approaches, Meets, and Masters** levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2026:
 - 3rd Math: 10%
 - 3rd Reading: 9%
 - 5th Science: 6%

Decline in Approaches and Meets

For example, 5th grade Reading:

- 2023: 100% App / 78% Meets / 40% Masters
- 2026: 48% App / 25% Meets / 8% Masters
- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.

Goal Area 3: Leadership Growth

Annual Goal 1: All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction

OBJECTIVE 1: By the end of each instructional week, 100% of teachers will submit weekly lesson plans that include clear learning objectives, differentiated activities, and aligned formative assessments, ensuring instructional time is purposeful and standards-based.

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Develop and share a consistent lesson plan template that includes required components: learning objectives, differentiation strategies, and formative assessments.
- Include embedded prompts/examples to guide teachers in completing each section effectively.
- Offer training at the beginning of the year and refresher sessions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • district lesson plans templates • Google drive folders • technology tool to revise, create, and edit lesson plans	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • annotated lesson plans using technology	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • progress and report cards	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Establish dedicated **CLC (Collaborative Learning Community)** or common planning time for teams to collaborate on lesson planning. Provide diverse perspectives.
- Assign an **instructional coach or team leads** to review, support, and provide feedback before plans are submitted.
- Use these sessions to align on pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • annotated lesson plans using technology	• Walkthrough documents	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Monitor and Provide Timely Feedback

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Create a system for **weekly review of submitted plans** using a simple rubric or checklist.
- Provide timely feedback (within 48 hours), highlighting strengths and suggesting improvements.
- Recognize and share exemplar lesson plans in team meetings or newsletters to build capacity and celebrate quality planning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 3: Leadership Growth

OBJECTIVE 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by May 2027.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Analyze evaluation trends (e.g., T-TESS domains) to identify common areas of growth across staff.
- Create personalized professional development plans aligned to evaluation feedback.
- Offer coaching cycles, model lessons, and peer observations tied to growth areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • campus instructional rounds	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • peer to peer observations	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use evaluation system data to identify traits and competencies of high-performing teachers.
- Design interview protocols that assess those same competencies.
- Involve high-performing teachers in the recruitment process to attract quality candidates and build leadership.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • TIA designated teachers • On going professional development	• Walkthrough documents • peer to peer observations • summative evaluations	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).
- Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).
- Conduct mid-year check-ins to discuss evaluation progress and career development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • TIA designated teachers • Banners for recognition for classrooms • Year- at- a- Glance, • Weekly Lessons • District wide contest • TEEMS platform for evaluations • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings • shout out wall	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

AREA LEADS:



GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

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Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child's school will increase by 30%.

OBJECTIVE 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Design a monthly calendar:**

Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)

- **Collaboration with Staff and Community Partners:**

Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.

- **Promote Events and Encourage Participation:**

Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 2: Offer mini workshops for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration and enhancing academic support at home.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Identify Key Workshop Topics Through Family Input:**

Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.

- **Schedule and Promote Monthly Parent Workshops:**

Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.

- **Send Home Resources for Continued Support:**

After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat - One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 3: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Plan Culturally Inclusive Events That Reflect the School Community:**
Host family-centered celebrations such as a **Fall Festival**, **Posada**, and **Christmas Play**, incorporating traditions, food, and customs from the school's diverse cultures.
- **Showcase Student Talent and Cultural Expression:**
Integrate student-led performances into each event and display art projects that reflect family traditions.
- **Create Opportunities for Family Participation and Leadership:**
Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2026–2027 school year, the campus will **increase and maintain an average daily student attendance rate of 95% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Launch a Family & Community Attendance Awareness Campaign**
Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.
- **Implement an Early Intervention & Support System**
Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.
- **Celebrate and Recognize Attendance Milestones**
Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to promote the value of daily attendance, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Family Nights:**

Host family nights focus on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.

- **Communication Plan:**

Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.

- **Attendance Ambassadors program:**

This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Attendance Data Tracking:**

Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.

- **Weekly data:**

Review attendance data weekly to flag students below 95%.

- **Intervention Plans:**

Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Parent & Family Engagement (PFE) Policy

	2027-2027 Parent & Family Engagement (PFE) Program
What is it?	(SCHOOL NAME) is committed to our vision: (TYPE IN YOUR SCHOOL VISION). As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education.

Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners.

In September, each campus must hold two Title I Meetings on different days and times. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan.

It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.

Ways Parents and Families Can Get Involved

Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to,

- personal phone calls
- ClassDojo
- Mass Messenger
- personal invitations
- email
- the campus website
- social media
- other campus communication platforms.
-

Parents are encouraged to actively participate in the planning, review, and continuous improvement of the

- Campus Parent & Family Engagement Policy

	• School-Parent Compact, the Campus Improvement Plan • other Title I programs • Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act (ESSA).
Family Trainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Elementary (August 2026 and March 2027} • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Grandparent’s Day (September 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • Monthly Literacy Nights (September 2026-May 2027) • National Parent Involvement Day (November 2026) • Fall Festival (November 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026} • Winter Festival/Performances (December 2026) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027} • Attendance Meetings (October 2026) • Curriculum Meetings (October 2026, December 2026) • Understanding Assessment Meetings TELPAS/STAAR (January 2027, February 2027} • Makers Market (March 2027)

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Curriculum	Ramirez Elementary utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • Beanstack • Vocaroo • McGraw Hill • I-Ready • Blended Learning • Bluebonnet • Magnetic/Bluebonnet • Age of Learning • Haggerty
Forms of Academic Assessments	Ramirez Elementary students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Ramirez Elementary tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.
Ways to Request regular meetings	Ramirez Elementary values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Ramirez Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.
Additional Parent Support	Ramirez Elementary values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable

support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Implement team-oriented sessions offering literacy strategies for all parents. Host meetings covering a variety of relevant topics,	Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child's learning through ongoing dialogue, homework assistance, and active listening. Attend parent meetings where educational and extracurricular decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent-Teacher conferences and phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks

Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family.

This policy is also available in Spanish. (Esta política también está disponible en español.)