Ysleta Independent School District

Ramona STEM Academy

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Ramona STEM Academy Learning Community will empower all students to be lifelong learners and critical thinkers through collaborative project-based learning focusing on Science, Technology, Engineering, and Mathematics in order to prepare leaders who exhibit integrity in a competitive global community.

Vision

The vision of the Ysleta Independent School District (YISD) is to improve lives by eliminating opportunity gaps while ensuring all students have a high-quality education. [1]

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Comprehensive Needs Assessment

Demographics

Summary

In the 2023-2024 school year, Ramona Elementary was consolidated with Constance Hulbert, resulting in the formation of Ramona STEM Academy. This strategic consolidation was aimed at enhancing educational opportunities and resources for our students by combining the strengths of both institutions under a unified vision focused on Science, Technology, Engineering, and Mathematics (STEM).

By the 2026-2027 academic year, Ramona STEM Academy has grown to accommodate 312 students and is supported by a dedicated team of 82 staff members. The staffing ensures that we can provide personalized attention and a supportive learning environment for each student, fostering both academic and personal growth.

Our student population is diverse, comprising 4 American Indian/Alaskan students, 2 Asian Hispanic students, 6 Black Hispanic students, 2 Hawaiian Pacific Islander Hispanic students, and 298 White Hispanic students. This diversity enriches our school community, providing a rich tapestry of cultural perspectives and experiences that enhance the educational experience for all.

During the year, we have recorded nine discipline referrals, which we address with a focus on restorative practices and positive behavior interventions to support student development. Additionally, we have identified 8 students with dyslexia and are committed to providing them with the necessary resources and support to succeed. Our Special Education (SPED) program serves 130 students, ensuring that each child receives tailored educational plans to meet their unique needs.

Our enrollment is distributed across various grade levels, with 39 students in kindergarten, 36 in first grade, 51 in second grade, 60 in third grade, 58 in fourth grade, and 68 in fifth grade. This distribution allows us to maintain manageable class sizes, fostering an environment where teachers can engage effectively with each student and deliver high-quality instruction.

Strengths

Our student population is diverse, comprising 4 American Indian/Alaskan students, 2 Asian Hispanic students, 6 Black Hispanic students, 2 Hawaiian Pacific Islander Hispanic students, and 298 White Hispanic students. This diversity enriches our school community, providing a rich tapestry of cultural perspectives and experiences that enhance the educational experience for all.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Ramona serves students from a variety of demographic and program groups, including Emergent Bilingual students, students receiving special education services, economically disadvantaged students, at-risk students, and students identified for gifted and talented services. We have a high mobility rate due to serving a number of students identified as homeless.	The campus serves a diverse and highly mobile student population, including students experiencing homelessness. Frequent student mobility can impact instructional continuity, consistent student support, and progress monitoring, which may contribute to gaps in student learning and academic achievement.

★ = Priority

Student Learning

Summary

Ramona STEM Academy rated an A in state accountability. We increased the percent of EL students rated Meets Grade Level in EnglishLanguage Arts/Reading on STAAR exams. EL Students increase the percent of SPED students rated Meets Grade Level in EnglishLanguage Arts/Reading on STAAR exams. Increases the percent of third-grade students rated Meets Grade Level on STAAR exams. Increased the percent of kindergarten students identified ready for reading as measured by the mClass assessment. Increases the percent of students in grades 1-3 who show growth in their reading competency during the school year as measured by Istation assessments. Increased the percent of students rated Meets Grade Level on STAAR in any subject. Increased the percent of students achieving growth in third grade as measured by the change in Domain 1 performance. Increased 4.6 of a possible 5.0 in satisfaction as measured in the Employee Engagement Survey. Increased at 4.6 out of a possible 5.0 in parent satisfaction, as measured in the Parent Satisfaction Survey.

Strengths

2026 Campus Scorecard

Increased the percent of EL and SPED students rated Meets Grade Level in EnglishLanguage Arts/Reading on STAAR exams.

Increased the percent of 3rd grade students rated Meets Grade Level on STAAR exams in Reading and Math.

Increased the percent of Kinder students identified ready for reading and math as measured by MClass assessment.

Increased the percent of students in grades 1-3 who show growth in their reading competency during the school year as measured by Istation assesments.

Increased the percent of students rated Meets Grade level on STAAR in any subject.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The target of Increasing the percent of students rated Masters Grade Level on STAAR in any subject was not met. It decreased from previous year from 22% to 24%, -1.9%.	Students were not maintained at Meets and Masters from previous grade level. Provide enrichment, higher-order questioning, and content mastery opportunities requiring deeper reasoning and application.
2	The number of students achieving growth as measured on STAAR. Reading decreased -1.9% from 78% to 76%. Math decreased -8.9% from 84% to 75%.	Students demonstrated particular difficulty transferring prerequisite skills to grade-level, higher-order, and STAAR-aligned tasks. The campus will strengthen data-driven PLT's, progress monitoring, targeted intervention, and instructional differentiation to ensure that instruction is responsive to the needs of all learners.

★ = Priority

School Processes & Programs

Summary

Professional Learning Teams (PLT) for teachers are an integral part of our school's commitment to fostering a collaborative and supportive educational environment. These teams provide a platform for educators to share best practices, discuss challenges, and develop innovative strategies to enhance student learning outcomes. By working together, teachers can leverage their collective expertise to address the diverse needs of our student body effectively.

Professional Development (PD) is tailored to meet the specific needs of our campus, ensuring that our staff is equipped with the skills and knowledge necessary to address the unique challenges and opportunities present in our school community. By aligning PD with campus needs, we ensure that our educators are not only prepared to implement current educational standards but are also empowered to drive continuous improvement in their teaching practices.

Our administrative team meets weekly with instructional coaches to review data and conduct thorough analyses. This regular collaboration allows us to make informed decisions based on empirical evidence, ensuring that our instructional strategies are both effective and responsive to student performance trends. By maintaining a data-driven approach, we can identify areas for improvement and celebrate successes, ultimately enhancing the educational experience for all students.

STEM planning is a critical component of our curriculum development, as it prepares students for the demands of the modern workforce. By integrating science, technology, engineering, and mathematics into our educational framework, we provide students with the skills necessary to excel in a rapidly evolving technological landscape. Our commitment to STEM education ensures that students are not only proficient in these subjects but are also capable of critical thinking and problem-solving.

Our Information Technology (IT) department plays a vital role in delivering quality lessons to students and providing professional development to staff and teachers. By leveraging technology, we enhance the learning experience and ensure that our educators are proficient in utilizing digital tools to support instruction. The IT team's dedication to quality education ensures that both students and teachers are equipped to thrive in a digital world.

Strengths

Our school is proud to have a robust Professional Learning Team (PLT) process in place, which serves as a cornerstone of our educational framework. This process involves teachers collaborating with instructional coaches on a weekly basis, fostering a culture of continuous professional development and instructional excellence. By engaging in these regular planning sessions, our educators are able to refine their teaching strategies, share best practices, and tailor their approaches to meet the diverse needs of our students. This collaborative effort not only enhances the quality of instruction but also ensures that our teachers are well-supported and equipped to deliver the highest standard of education.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The campus will strengthen PLT's to help student growth by planing effective lessons. A high number of students did not demonstrate the expected academic growth from their previous year in rdg/ math. The percentage of students demonstrating academic growth on STAAR decreased from the previous year, with reading growth declining from 78% to 76% and mathematics growth declining from 84% to 75%.	Instructional planning, teacher practices on intervention, differentiated instruction, targeted support based on their individual academic needs vary across classrooms.

★ = Priority

Perceptions

Summary

We received a 4.6 out of 5.0 for employee and parent surveys which is a 1.0 increase from 25-26 school year.

Strengths

We deliver excellent customer service to all stakeholders.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Ramona STEM Academy is committed to maintaining a safe, welcoming, and academically focused environment in which all students, staff, families, and community feel valued and supported. Areas for continued improvement include strengthening two-way communication with families, and increase participation.	Family work schedules and household responsibilities can create barriers to attending school events and meeting with teachers, limiting opportunities for in-person family engagement.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Ramona serves students from a variety of demographic and program groups, including Emergent Bilingual students, students receiving special education services, economically disadvantaged students, at-risk students, and students identified for gifted and talented services. We have a high mobility rate due to serving a number of students identified as homeless.	The campus serves a diverse and highly mobile student population, including students experiencing homelessness. Frequent student mobility can impact instructional continuity, consistent student support, and progress monitoring, which may contribute to gaps in student learning and academic achievement.
2 ★	The target of Increasing the percent of students rated Masters Grade Level on STAAR in any subject was not met. It decreased from previous year from 22% to 24%, -1.9%.	Students were not maintained at Meets and Masters from previous grade level. Provide enrichment, higher-order questioning, and content mastery opportunities requiring deeper reasoning and application.
3 ★	The campus will strengthen PLT's to help student growth by planing effective lessons. A high number of students did not demonstrate the expected academic growth from their previous year in rdg/ math. The percentage of students demonstrating academic growth on STAAR decreased from the previous year, with reading growth declining from 78% to 76% and mathematics growth declining from 84% to 75%.	Instructional planning, teacher practices on intervention, differentiated instruction, targeted support based on their individual academic needs vary across classrooms.
4 ★	Ramona STEM Academy is committed to maintaining a safe, welcoming, and academically focused environment in which all students, staff, families, and community feel valued and supported. Areas for continued improvement include strengthening two-way communication with families, and increase participation.	Family work schedules and household responsibilities can create barriers to attending school events and meeting with teachers, limiting opportunities for in-person family engagement.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**
- [x] **Other**

MClass Data K-2, IReady K-5, AMIRA K-5, district checkpoints

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **STEM and/or STEAM data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Teachers in Grades K-2 will implement the district's literacy framework using the HMH program to provide standards-aligned, differentiated literacy instruction. Instruction will include targeted small-group instruction and interventions based on student data and identified learning needs using data from MClass and AMIRA.

Strategy's Expected Result/Impact: Students will be reading at grade level and/or above according to MClass, district reading screener.

Staff Responsible for Monitoring: Admin, Teachers, tutors,Instructional Coaches, Interventionist

Funding Sources: Materials to support classroom instruction, and student awards. Title I, Part A, $20,500

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

Teachers in Grades K-5 will implement the district's math framework using STEMScopes and IReady to provide standards-aligned, differentiated math instruction. Instruction will include targeted small-group instruction and interventions based on student data and identified learning needs.

Strategy's Expected Result/Impact: Be at grade level or above in district screeners, BOY, MOY and EOY.

Staff Responsible for Monitoring: All Teachers/SPED, Admin, Instructional Coaches, Interventionist

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3

Students identified with characteristics of dyslexia who were screened through collaboration of RTI committee will be serviced within the dyslexia program.

Strategy's Expected Result/Impact: Students reaching their goal in Reading by Design/Esperanza.

Staff Responsible for Monitoring: Interventionist, Admin, Teacher/SPED, Instructional Coaches

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4

All students will have devices to support students K-5 in instructional learning to include software and hardware.

Strategy's Expected Result/Impact: 100% of K-5 teachers effectively utilize instructional technology to support learning objectives.

Staff Responsible for Monitoring: Teachers, Admin, Instructional Coaches, IT, Support Staff

Funding Sources: Technology needed to support classroom instruction, to include software programs. Title I, Part A, $2,200

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 5

Teachers in Grades 3-5 will implement the district's literacy framework to provide standards-aligned, differentiated reading instruction. Instruction will include targeted small-group instruction and interventions based on student data and identified learning needs using data from AMIRA, checkpoints, STAAR interim and STAAR.

Strategy's Expected Result/Impact: Be at grade level or above in district screeners, BOY, MOY and EOY. Increase number of students at Meets and Masters.

Staff Responsible for Monitoring: Teachers, Admin, Instructional Coaches, IT, Support Staff

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 6

Teachers in Grades K-5 will implement the district's science framework to provide science standards. Instruction will include STEM, hands-on activities, small-group instruction, differentiated for special populations and interventions based on student data and identified learning needs using checkpoints, STAAR interims (5th).

Strategy's Expected Result/Impact: Increase number of students at meets and masters in checkpoints and STAAR.

Staff Responsible for Monitoring: Teachers, Admin, Instructional Coaches, IT, Support Staff

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The target of Increasing the percent of students rated Masters Grade Level on STAAR in any subject was not met. It decreased from previous year from 22% to 24%, -1.9%.	Students were not maintained at Meets and Masters from previous grade level. Provide enrichment, higher-order questioning, and content mastery opportunities requiring deeper reasoning and application.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The campus will strengthen PLT's to help student growth by planing effective lessons. A high number of students did not demonstrate the expected academic growth from their previous year in rdg/ math. The percentage of students demonstrating academic growth on STAAR decreased from the previous year, with reading growth declining from 78% to 76% and mathematics growth declining from 84% to 75%.	Instructional planning, teacher practices on intervention, differentiated instruction, targeted support based on their individual academic needs vary across classrooms.

Performance Objective 2

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

Teachers will follow the the District iniatives to include HMH resources, IReady, AMIRA/Istation, Reading Academies strategies. Teachers will use universal reading screeners by district for BOY, MOY and EOY. Teachers will work with students during intervention and small groups.

Strategy's Expected Result/Impact: Students will be at bechmark at or above benchmark.

Staff Responsible for Monitoring: Teachers,
Instructional Coaches
Admin
Interventionist

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Evaluation Data Source: EOY iReady assessment

Strategy 1

Teachers will increase critical thinking and algebraic reasoning through I-Ready Math, Stemscopes, PBL, STEM challenges, Makerspace and using resources from Lead4Ward and Sharon Wells.

Strategy's Expected Result/Impact: Students will show growth every month. Students will show growth from BOY, MOY and EOY.

Staff Responsible for Monitoring: Teachers
Admin
Instructional Coaches
Support Instructional Staff

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Evaluation Data Source: Benchmark/Unit assessments , Computer-assisted instructional programs , Curriculum-based assessments , Formative/Common assessments , IReady , Istation Indicators of Progress (ISIP) assessment data , Walkthrough ,District Screeners

Strategy 1

Teachers will collaborate through PLTs to analyze student data, identify standards and skill gaps, and plan rigorous, standards-aligned instruction. Teachers will provide targeted small-group instruction and interventions based on student needs, monitor progress through common assessments, benchmarks, and formative data, and adjust instruction. Students will receive frequent opportunities to practice grade-level TEKS, respond to questions using academic language and evidence, and apply problem-solving and critical-thinking skills in both reading and

math.

Third grade teachers will be given time to plan vertically with 2nd grade.

Strategy's Expected Result/Impact: 50% of 3rd graders will meet grade level on STAAR.

Staff Responsible for Monitoring: Admin
K-3 Teachers/SPED Teachers
Instructiohal Coaches
Interventionist
SEE Tutors

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 5

Two in three students will achieve growth as measured on STAAR/EOC

Evaluation Data Source: Benchmark/Unit assessments , Curriculum-based assessments , Formative/Common assessments , Interim STAAR Assessments , State of Texas Assessments and Academic Readiness (STAAR) , Walkthrough , District screeners, AMIRA,Istation,

Strategy 1

K-5 teachers will focus on individual student growth through student interventions, intersessions, and personalized digital learning. Full and part time teachers, SEE Tutors, Librarian Math/Science/ELAR/SS, will support interventions for students.

Teachers will collaborate through PLTs to analyze student data, identify standards and skill gaps, and plan rigorous, standards-aligned instruction. Teachers will provide targeted small-group instruction and interventions based on student needs, monitor progress through common assessments, benchmarks, and formative data, and adjust instruction accordingly. Students will receive frequent opportunities to practice grade-level TEKS, respond to questions using academic language and evidence, and apply problem-solving and critical-thinking skills.

Strategy's Expected Result/Impact: 80% of students in each grade level will be at benchmark or above in all district screeners.

Staff Responsible for Monitoring: Admin
All teachers
Instructional Coaches
Interventionist
SEE Tutors
Librarian
IT
Counselor

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Students to respond to writing through writing prompts using aligned graphic organizers and strategies. Individual student conferencing and rating ECR's.

Strategy's Expected Result/Impact: 80% of students will score at 4 or higher in ECR and SCR's.

Staff Responsible for Monitoring: Admin
All teachers
Instructional Coaches
Interventionist
SEE Tutors
Librarian
IT
Counselor

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Supplemental programs, progress monitoring and interventions will increase student growth in Reading, Math, and Science STAAR assessments.

Strategy's Expected Result/Impact: Students will show growth on STAAR Reading and Math. 80% of students will be at approaches in Science.

Staff Responsible for Monitoring: Admin
All teachers
Instructional Coaches
Interventionist
SEE Tutors
Librarian
IT
Counselor

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Strategy 4

Instruction will include Project Based Learning and STEM challenges, interactive notebooks and Makerspace stations.

Strategy's Expected Result/Impact: Students will show growth in all STAAR assessments by applying critical thinking.

Staff Responsible for Monitoring: Admin
All teachers
Instructional Coaches
Interventionist
SEE Tutors
Librarian
IT
Counselor

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 6

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Evaluation Data Source: Benchmark/Unit assessments , Computer-assisted instructional programs , Curriculum-based assessments , Failure reports , Formative/Common assessments , Response to Intervention reports (RtI) , State of Texas Assessments and Academic Readiness (STAAR) , Walkthrough ,ARD's

Strategy 1

Teachers will collaborate through PLTs to analyze student data, identify standards and skill gaps, and plan rigorous, standards-aligned instruction. Teachers will provide targeted small-group instruction and interventions based on student needs, monitor progress through common assessments, benchmarks, and formative data, and adjust instruction. Students will receive frequent opportunities to practice grade-level TEKS, respond to questions using academic language and evidence, and apply problem-solving and critical-thinking skills.

Strategy's Expected Result/Impact: 80% of 3rd-5th grade students will show growth on STAAR.

Staff Responsible for Monitoring: Admin
All Teachers
Counselor
Instructional Coaches
Interventionist
SEE tutors

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

K-3 grade teachers will follow Reading Academy growth tracking and be using the universal screener Istation for Reading. For Math, Imagine Math, STEMscopes Math will be utilized to help close gaps.

Strategy's Expected Result/Impact: Admin
All teachers
Instructional Coaches
Interventionist
SEE tutors

Staff Responsible for Monitoring: Admin
All Teachers
Counselor
Instructional Coaches
Interventionist

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Strategy 3

The counselor will help students by motivating them to learn. She will provide organization skills, study skills and goal setting skills to help them be successful.

Strategy's Expected Result/Impact: Students will apply study skills and do goal settings. 80% of students will show growth on STAAR

Staff Responsible for Monitoring: Admin
All Teachers
Counselor
Instructional Coaches
Interventionist

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 7

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Evaluation Data Source: Benchmark/Unit assessments , Curriculum-based assessments , Interim STAAR Assessments , Texas English Language Proficiency Assessments System (TELPAS) , Walkthrough, Summit K-12

Strategy 1

Follow YISD Dual language model, utilize Istation, AMIRA, HMH Reading to support word study, academic vocabulary, grammar writing skills, reading fluency, and comprehension in English, implement ELPS strategies, TRTW and utilize Summit K-12. Dual teachers will share information from district ELBOW trainings. Dual teachers will hold SWIRL labs to support EB students and provide strategies to support growth.

Strategy's Expected Result/Impact: To increase the percent of EL students rated Meets grade level on STAAR by 40%.

Staff Responsible for Monitoring: Admin
All Teachers/Dual Teachers
Instructional Coaches
Interventionist
SEE tutors

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

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Performance Objective 8

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Evaluation Data Source: Benchmark/Unit assessments , Curriculum-based assessments , Failure reports , Formative/Common assessments , Interim STAAR Assessments , IReady , Istation Indicators of Progress (ISIP) assessment data , State of Texas Assessments and Academic Readiness (STAAR) , Walkthrough

Strategy 1

SPED teachers will collaborate with general education teachers through PLTs to analyze student data, identify individual skill gaps, and provide targeted, standards-aligned small-group instruction and interventions. Teachers will monitor progress through IEP goals, classroom assessments, benchmarks, and progress-monitoring data and adjust instruction as needed. Appropriate accommodations will be consistently implemented to support access to grade-level instruction.

Strategy's Expected Result/Impact: To increase the percent of SPED students rated Meets Grade level on STAAR by 39%.

Staff Responsible for Monitoring: Admin
SPED Teachers
Teachers
Instructional Coaches

Title I: 2.5.1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Ramona STEM will use the Employee Engagement survey results to increase the average favorable ratings in work group communication and work group leadership through Professional Learning Teams.

Strategy's Expected Result/Impact: Increase the average favorable rating across all areas.

Staff Responsible for Monitoring: admin
classroom teachers
counselor
instructional coaches

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Evaluation Data Source: Parent Satisfaction Survey Data

Strategy 1

Ramona STEM will continue to provide friendly and timely customer service by modeling positive communication and service excellence aligned with safety, courtesy, innovation, and accountability.

Strategy's Expected Result/Impact: Provide friendly and timely customer service to the community.

Staff Responsible for Monitoring: admin
instructional coaches
office staff

Formative Reviews

November	March	May

Strategy 2

Ramona STEM will communicate with parents through newsletters, ClassDojo, Twitter, Facebook, and the campus website. Parent phone calls will be answered promptly, and administration will resolve parent concerns with excellent customer service.

Strategy's Expected Result/Impact: Provide excellent customer service.

Staff Responsible for Monitoring: Admin
office staff

Formative Reviews

November	March	May

Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Evaluation Data Source: Sign-In Sheets, Agendas,

Strategy 1

Parents will be informed about parental engagement opportunities through social media sites, monthly newsletters, teachers, extracurricular activities, and academic sessions.

Strategy's Expected Result/Impact: Communication of all extracurricular activities and academic sessions in a timely manner through social media.

Staff Responsible for Monitoring: Admin
office staff
ITT
classroom teachers

Funding Sources: Materials, supplies, hospitaliy, registrations, for parental meetings, classes and workshops. Title I, Part A, $2,784

Formative Reviews

November	March	May

Strategy 2

Home Liaison will facilitate STEM Nights, District Parent Conferences, Academic Safety, and Nutrition Parent Sessions. Partners in Education monthly meetings will be attended by the Home Liaison and the principal.

Strategy's Expected Result/Impact: Parent engagement across a variety of school functions and activities.

Staff Responsible for Monitoring: admin
home liaison

Formative Reviews

November	March	May

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Evaluation Data Source: Student Rosters regarding students participation.

Strategy 1

Every month, all students participate in PE activities such as Ramona Olympics, Ramona Bowl, Ramona Series, Bike Week, Kite Week, Dancing with Ramona and Fitness Fridays. All Fifth graders have a fine arts class of their choice of either, Visual Arts, Orchestra or Band. All students can participate in Kindness Club. Third-5th graders can also participate in Esports, Robotics and/or cheer team.

Strategy's Expected Result/Impact: Fifty percent of our students will be involved in academic and/or athletic, fine arts, leadership and/or volunteer extra-curricular activity.

Staff Responsible for Monitoring: Admin
Teacher Sponsors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	March	May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Campus administration will work with the Academics Department, instructional coaches, and teachers to identify programs that support student learning and will purchase only what is needed for instructional purposes within the allotted budget.

Strategy's Expected Result/Impact: In compliance with district guidelines.

Staff Responsible for Monitoring: Admin
Instructional Coaches
Secretary

Formative Reviews

November	March	May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

The annual budget will be managed, monitored, and revised as necessary by the principal and secretary in accordance with district policies and procedures.

Strategy's Expected Result/Impact: A balanced annual operating budget.

Staff Responsible for Monitoring: Principal
Secretary

Formative Reviews

November	March	May

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Monthly safety drills will be conducted throughout the 26-27 school year, including weekly door sweeps that are documented in Sentinel.

Strategy's Expected Result/Impact: Safe and conducive learning environment for all students and staff.

Staff Responsible for Monitoring: Admin
Security Officer

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Ramona STEM Academy

Total SCE Funds: $259,682.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

State Compensatory Education funds will be used for salaries and benefits for two instructional coaches and a classroom teacher.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Ramona STEM Academy conducted its Comprehensive Needs Assessment (CNA) during August 2026. The process included meetings with campus leadership, instructional coaches, interventionist, teachers, SPED teachers, secretary and parent liaison. The team will meet every Mondays to review data and next steps. Leadership meetings will be held twice a month on a Friday to review the monthly calendar. Campus leadership, instructional coaches, and teachers were selected to provide representation from key areas of the campus, including instruction, student services, special programs, and campus operations.

The CNA team will meet regularly throughout the PLT process and leadership meetings to review and analyze data. Areas examined included student learning and processes and programs with attention to student achievement, academic growth, student groups, attendance, discipline, family/community engagement, instructional practices, and campus programs and supports.

Data were selected based on current campus and district information, including STAAR performance and growth, i-Ready, MClass, AMIRA, Summit K-12 and classroom assessment data, TELPAS, attendance, student demographics, discipline, program data and campus scorecard. The team compared current results with prior-year performance, identified trends and gaps among student groups, and used the findings to identify strengths, areas of need, root causes, and priorities for the Campus Improvement Plan (CIP).

The CNA process was collaborative and ongoing, allowing stakeholders to discuss findings, identify contributing factors, and determine strategies and measurable goals to support improved student outcomes.

1.2 Location for Evidence of Multiple Meetings Held

Multiple opportunities were provided for to participate in the CNA process through scheduled campus meetings and collaborative team sessions during August, September 2026 and ongoing all year. Campus leadership, instructional coaches, all teachers/SPED, SEE tutors and support instructional staff were given opportunities to review campus data, discuss identified strengths and areas of need, provide input regarding root causes, and contribute recommendations for the Campus Improvement Plan.

Meetings were offered through Campus Leadership/Administrative meetings, Professional Learning Team (PLT) meetings, faculty/staff meetings, and Campus Educational Improvement Committee (CEIC) meetings to support the CNA process.

Evidence of stakeholder involvement is maintained in the campus CNA/CIP documentation and includes meeting agendas with dates, meeting notes/minutes, and sign-in sheets. Documentation is maintained in the campus shared drive/CNA and CIP folders and is available for review upon request. These artifacts provide evidence of the dates meetings were held, the topics discussed, and everyone in attendance.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Ramona STEM Academy began developing the 2026–2027 Campus Improvement Plan (CIP) during August 2026 following the completion and review of the Comprehensive Needs Assessment (CNA). Campus leadership, instructional

coaches, all teachers/SPED, tutors and support instructional staff reviewed student achievement, academic growth, demographic, attendance, instructional programs to identify priority areas and develop strategies, and action steps.

The CIP development process included multiple meetings throughout August and September 2026 and continued through the planning and review process. Stakeholders reviewed data, identified root causes, provided feedback, and collaborated on strategies aligned to campus needs and student outcomes. The plan was reviewed and refined based on stakeholder input before finalization.

Evidence of the multiple meetings is maintained in the Ramona STEM Academy shared drive, CNA/CIP documentation folder and includes meeting agendas, meeting minutes, sign-in sheets or attendance records, and data reports.

2.2 Stakeholders 1114(b)(2)

Ramona STEM Academy includes staff, families, and community members in the development and review of the Campus Improvement Plan (CIP) by providing multiple opportunities to participate, review campus data, identify needs, and provide feedback on goals, strategies, and action steps. Staff participate through faculty meetings, Professional Learning Teams (PLTs), campus leadership meetings, and the Campus Educational Improvement Committee (CEIC). Families and community members are invited to provide input through CEIC participation and family/community engagement opportunities

.Feedback is given through discussions during meetings, review of CNA/CIP priorities, stakeholder feedback, surveys, and opportunities to provide recommendations regarding campus needs and proposed strategies. Feedback is reviewed by campus leadership and incorporated into the plan as appropriate.

List of CEIC members is maintained with the CIP documentation. Documents of participation includes sign-in sheets, meeting agendas, and meeting minutes. They are located in the CIP documentation folder and Ramona shared drive.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan (CIP) is made available to district personnel, parents, and the public. Parents and anyone who wants to view the CIP may access the plan through the campus/district website, campus office, and CEIC meetings.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Ramona STEM Academy develops and implements the Campus Improvement Plan in coordination with federal, state, district, and community resources to address the academic, social-emotional, behavioral, and basic needs of students. The plan incorporates supports and resources for Emergent Bilingual students, students receiving special education services, economically disadvantaged and at-risk students, and students experiencing housing instability.

Campus staff coordinate with district departments and service providers to connect students and families with appropriate academic interventions, counseling and social-emotional supports, special education services, attendance interventions and community resources. Community partnerships also provide additional opportunities and resources that support STEM education, student engagement, and academic achievement.

These programs and resources are reviewed as part of the CNA/CIP process to ensure that available supports are aligned with identified student needs and campus goals.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Please click on Title I's Strategies

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation for evaluating program effectiveness is maintained in the Ramona STEM Academy shared folder and district documentation system. Evidence includes formative review documentation, summative review documentation, meeting agendas and data reports.

The principal, campus leadership team, instructional and intervention staff are responsible for monitoring program implementation and reviewing effectiveness. Teachers, counselors, support staff, CEIC members, parents/families provide input and participate in reviewing progress and identifying needed adjustments.

Program effectiveness is reviewed at least semiannually through data meetings. We review implementation of CIP strategies, student progress, and available program data to determine whether strategies are producing the intended outcomes. Data reviewed may include STAAR interims, STAAR, i-Ready, AMIRA, Summit K-12, MClass and classroom assessment data, TELPAS, attendance, discipline, and intervention/program data. Findings are used to adjust strategies, interventions, and resources as needed.

An annual evaluation of the school-wide program/CIP is documented in the Summative Review. The principal and campus leadership team coordinate the evaluation with staff. The evaluation looks at progress toward campus goals, effectiveness of strategies, programs, and student outcome data.

The results of the annual evaluation are incorporated into the following year's CNA process. The campus uses the findings to identify continuing or emerging needs, determine root causes, and establish priorities and strategies for the next Campus Improvement Plan.

Agendas, sign-in sheets, meeting notes, data analyzed, is maintained in the campus shared folder. Formative Reviews, and the Summative review, is maintained in the campus CNA/CIP documentation folder.