



PHARR-SAN JUAN-ALAMO
Independent School District



Jaime Escalante

Middle School

Pharr-San Juan-Alamo Independent School District
Jaime Escalante Middle School

2024-2025 Campus Improvement Plan

District Vision

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

District Mission

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

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

Adopted June 22, 2020 by the PSJA School Board of Trustees

Campus Vision

JAIME ESCALANTE Middle School will foster relationships that will build global leaders, critical thinkers, and lifelong learners for the 21st century workforce.

Campus Mission Statement: "Believe, Achieve, and Ready to Succeed"

Our mission is to ensure success for all students by providing specific, measurable, and attainable goals that reflect the school's vision. The campus plan will provide the basic direction for our school through focus and emphasis on the academic curriculum. Our goal is to prepare students to successfully interact with others; provide a positive, safe, and nurturing environment; support and encourage students to become positive, well-rounded, lifelong learners and successful leaders of the future. We will foster an environment where students, staff, parents and community members' work together to ensure student success.

School Board Members and Superintendent's Cabinet 2024-2025

Superintendent of Schools - Dr. Alejandro Elias

Superintendent's Cabinet		School Board Members	
Ranulfo Marquez	Assistant Superintendent for Academics	Carlos G. Villegas, Jr.	President
Rebecca Gonzalez	Assistant Superintendent for Finance	Diana Serna	Vice-President
Dr. Rebecca Garza	Assistant Superintendent for Human Resources	Yolanda Castillo	Secretary
Roel Faz	Assistant Superintendent for School Operations		Assistant Secretary
Dr. Orlando Noyola	Assistant Superintendent for Student Services	Jorge Zambrano	Member
Dr. Lauro Davalos	Assistant Superintendent for Technology	Dr. Cynthia A. Gutierrez	Member
		Jesus A. Zambrano	Member

CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS

2024-2025

Raymundo Monrreal - Principal

Marisa Cavazos- Dean of Instruction

Federico Trevino- Assistant Principal

Hilda Gonzalez - Assistant Principal

Teachers		Non-Teaching Professionals	
Abigail Santa Maria	ELA	Veronica Garza	Counselor
Erica Villagomez	Math	Shirley Villescas	Counselor
Gabriela Perez	SS	Laura Cortez	Liaison
Alaina Monroy	SLA	Karina Quilantan	Librarian
Claudia Ibarra	SPED	Amparo Lara	Secretary
Salome Benitez	Science	Jose Rodriguez	Campus Instructional Technologist
Jennifer Martinez	Electives/Fine Arts		
Myriam Cortez	Bilingual/ESL	Parents	
Noemi Castillo	Collaborative Learning Leader	Laura Lerma	
		Community/Business Member	
		Rodolfo Valentino Garcia	



Executive Summary
Campus Improvement Plan: School Year 2024 - 2025

Campus Name: Jaime Escalante Middle School



It is our philosophy that education is a combined effort of parents, classroom teachers, special service personnel and administrators, each observing the students from a different point of view. Through this partnering, we will become a world class middle school whereby all students...

- will walk out of each classroom with their ***self-esteem and dignity intact***.
- will be academically challenged using state of the art technologies, resources and carefully designed engaging lessons that will create a ***strong desire to learn***.
- will use their natural talents and gifts on a daily basis for personal success in ***academics, athletics, and the performing arts***.
- demonstrate the attributes of ***strong moral character*** through honesty, respect, integrity, compassion, loyalty, trust and caring.
- will be provided with a ***safe environment*** that promotes health and well-being.
- will find his/her ***voice*** and become a leader in their generation.
- will be ***College Ready and College Connected*** by means of a well-balanced and challenging curriculum and campus activities that promote a college going culture.

Demographic Summary:

The current enrollment of Jaime Escalante Middle School as of August 2024 is **554** students. The student population consists of **99.6% Hispanics**, **.2% White**, **0% Black**, **.2% Asian** and **0% Am Indian/Alaskan**. Our students represent **low socio-economic status** of approximately **97.1%** with **2.5% migrant** students and a negligible percentage of mobility. Approximately **17%** of our student population receive **special education** services, while **.8%** receive accommodations under **504**. Our **Gifted and Talented** population accounts for approximately **.6%** of our student population. The **bilingual** population is approximately **52.1%** where most of the students' home language is Spanish. The **attendance rate** for the campus has consistently maintained between **92.2%**. Most of our students live in South Pharr area and the neighborhoods which encircle our campus. We currently have **18** students who **transfer** into Jaime Escalante from various zones out of district.

Comprehensive Needs Assessment Summary:

Jaime Escalante Middle School received an overall grade of **84 out of 100 "B"** based on performance in three different areas, or domains on the 2024 Accountability Report. In the Student Achievement domain our campus earned a **75**, which shows how much students know and can do at the end of the school year. The School Progress domain, **87** for Jaime Escalante, shows how students perform over time and how that growth compares to similar schools. Jaime Escalante scored **76** in Closing the Gap, the domain shows how well different student groups within a school are performing.

Curriculum / Instruction and Assessment:

The core instructional and monitoring strategies included in our action plans are:

- Curriculum and instruction are aligned and state standards that include college - and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g. 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling).
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.
- Technology will be used to enhance student learning. Technology will allow students and teachers to collaborate with each other and provide feedback. Instructional programs such as iReady, Savvas, Study Sync, Aleks, Summit k-12, Carnegie, and others will be used as additional support. Virtual learning platforms such as Google Classroom will be used on a regular basis to house student work.

Summary of Goals:

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 by **5 points** in all subject areas and subgroups. Each grade level will show a **5 points** increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a **5 points** increase in Domain I, II, and **5 points** in Domain III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by **5 points**. Close the achievement gap by **5 points** between the economically disadvantaged, special education and ELL populations. **100%** of parents will have the opportunity to participate in school events and engagement activities. Jaime Escalante will continue to partner with community stakeholders to ensure student/campus success.

_____	Principal
_____	Teacher Leader
_____	Parent

Comprehensive Needs Assessment

Data Sources Examined
2024 STAAR Results 2024 TELPAS Results Composite Ratings 2024 TELPAS Results (Reading, Listening, Speaking, Writing) 2024 Accountability Summary Reports PEIMS Data (attendance records, discipline records, grades) District Mini Assessment Data Benchmark District Assessments

Prioritized Needs	
Needs	Data Source
To increase performance in TELPAS from a 48% to 50% and Math from 55% to 62% to meet state requirement for EB growth	2024 TELPAS Results, 2024 Accountability Summary Reports, PEIMS Data, Benchmark District Assessments, District Mini Assessments
To increase ALL student performance in Math for all grade levels in Domain 3 from a 55% to a 67% to meet the state requirement for all students.	2024 STAAR Results, 2024 TELPAS Results, 2024 Accountability Summary Reports, Benchmark District Assessment, District Mini Assessments
To maintain or exceed ALL student performance in RLA for all grade levels in Domain 3 at a 64% to a 69% to continue meeting the state requirement for all students.	2024 STAAR Results, 2024 TELPAS Results, 2024 Accountability Summary Reports, Benchmark District Assessment, District Mini Assessments
To increase attendance performance to meet the district requirement of 94%	PEIMS Data Reports

Achievement Summary

2024 Accountability Summary Reports-Preliminary
PEIMS Data (attendance records, discipline records, grades)
Benchmark EOY District Assessments

STAAR/EOY Benchmarks Data

Grade Level	Content	Approaches	Meets	Masters
6th	Math	69%	37%	13%
	RLA	61%	53%	21%
	Science EOY	67%	34%	7%
	Social Studies EOY	50%	21%	10%
7th	Math	49%	34%	15%
	Algebra	100%	96%	96%
	RLA	57%	38%	17%
	Science EOY	63%	35%	9%
8th	Social Studies EOY	46%	15%	4%
	Math	60%	36%	16%
	Algebra	100%	86%	59%
	RLA	60%	48%	25%
	Science	55%	38%	13%
	Social Studies	41%	27%	17%

Higher than District %
Same as District %

Attendance Rates

Grade Level	Marking Period	Percentage
6th	1st	
	2nd	
	3rd	
	4th	
	5th	
	6th	
7th	1st	
	2nd	
	3rd	
	4th	
	5th	
	6th	
8th	1st	
	2nd	
	3rd	
	4th	
	5th	
	6th	

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Goal Area 1:	Effective Teaching and Learning						
Annual Goal:	The focus on Literacy will increase the opportunities for students to spend on Reading and Writing, thus impacting reading comprehension which will impact the percentage of students at the Meets Grade Level or Above.						
Objective 2:	Beginning August 2024, Escalante will continue implementing the Literacy Initiative practice, in all classrooms, in order to increase the percentage of students reading at/above grade level targets when tested through AR May 2025 testing .						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Through Close Reading, students will be encouraged to slow down, engage with the text in different ways and reflect as they read	-Teachers -Administration -CLL	-District Curriculum -iReady -Savvas -Aleks -StudySync -LEXIA -Lead4ward Resources -Nearpod -CIF -Lowman Resources (SS)	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 March 2025 April 2025 May 2025	-Walk-through feedback -Lesson Plans -Student Exemplar Work Samples -Interactive Student Notebooks -Creation of "Thought Capturers"	students are able to: -examine the deep structures of text -make connections and uncover deep layers of meaning -are reflecting on the meaning of individual words -monitoring and assessing their thinking	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title II -Title III
Action Steps							
1. Teacher needs to take stories from curriculum and make them close reading ready and create a "Thought Capturer" for each text to be read							
2. Teacher will model the "Read Aloud" and "Think Aloud" in order for students to be able to engage with more complex text							
3. Teachers will implement new protocols / strategies given that will include, but not limited to, CIF strategies (3 Color Review, Back-to-Back, Annotate for Someone Else)							
4. Professional Development that will specifically target close reading strategies inclusive of using the graphic organizer "Thought Capturer"							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Writing Across Contents: Students will develop their ideas, their critical thinking ability and their writing skills in order to enable students to experiment every day with written language and increase their fluency and mastery of written conventions	-Teachers -Administration -CLL -CIT	-District Curriculum -iRedy -Savvas -StudySync -LEXIA -Lead4ward Resources -CIF -RSP-RBIS -Nearpod, Kami, Jamboard -Newline -Lowman Resources (SS) -Aleks	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 March 2025 April 2025 May 2025	-Walk-through feedback -Lesson Plans -Student Exemplar Work Samples -Interactive Student Notebooks -CLC sharing of Lesson Plans and Writing Topic/Assignment	-the writer is able to show he/she is in charge (of content, voice, and structure) - the writer better understands ideas -the writer explores with his/her writing and personally engages in what they are reading and writing showing the connection of the two contents	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I #1, #2, #4, #8 -Local Funds
Action Steps							
1. Teachers will ensure that relevant writing opportunities are embedded into the daily learning targets and will highlight this in the lesson plans							
2. Teachers will give feedback for growth and post the best responses for all students to see and to use as mentor text							
3. CLC Learning Topic where teachers will get training on embedding Writing opportunities into their daily lessons							
4. Teachers will assign topics through virtual platforms that allow students to write or voice their responses.							
5. Through the use of CIF and RSP-RBIS strategies, teachers will incorporate intentional, higher order thinking writing in their classrooms.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement Library Initiatives: "One Book" "You've Been Booked" Renaissance Learning AR & STAR Professional Reading for Leisure & Professional Development	-Librarian -Teachers -Administration -CLL -Paraprofessionals	-Epic -Quill	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 March 2025 April 2025 May 2025	-Renaissance reports -MyOn reports -AR Reader of the Six Weeks -Library Calendar	-AR Reader of the Six Weeks Display on site or on social media	-Renaissance STAR testing -Renaissance AR testing -Book Reports/Presentations Book Discussions	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
1. One Book, One School: Selecting one book that represents current socio-cultural issues and/or themes that can be shared, read, and discussed with the entire school community.							
2. You've Been Booked: Rotation of selected picture books to share and model read-aloud practices to engage students who read at or below reading level.							
3. AR & STAR: Testing all students and analyzing student literacy abilities and implement quality academic intervention and instruction							
4. Selecting books for professionals to form a Professional Book Club that focuses on the reflection and implementation of best practices in the virtual or face-to-face classroom. Teachers may also display their current reading selections by posting a flier on their classroom doors that can be changed weekly or monthly.							

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Goal Area 3:	Student Support: Recognition and Rewards						
Annual Goal:	We will foster strong relationships among students and families and create a positive school culture where students feel valued through receiving awards and recognition						
Objective 2:	Throughout the year students will have opportunities to challenge themselves to reach great heights and be recognized for their efforts						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recognition for Grades	-Teachers -Counselors -PR Representative -Administration	-Exemplar Student Work -DMAC Student Performance Report -PEIMS Grade Report -Social Media Platforms	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb .2025 March 2025 April 2025 May 2025	-Certificates -Social Media Posting -DMAC Reports -PEIMS Reports	-Increase in Student engagement -Increase in Student motivation -Friendly competition -Students reaching their Goal -Increase in positive campus climate	-Formative / Summative Assessments -Benchmarks -TELPAS -STAAR -SGMs	-Tile I -Local Funds -SCE
Action Steps							
1. Students will receive recognition for “A” & “B” Honor Roll via certificates and social media.							
2. Teachers will select a student of the six weeks per team to be recognized.							
3. Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.							
4. Using PEIMS, DMAC, and overall grades, students will receive EOY awards at the Annual Awards Ceremony.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recognition for Attendance	-Teachers -Counselors -PR Representative -Administration -Campus Liaison	-PEIMS Attendance Report -Social Media Platforms	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb .2025 March 2025 April 2025 May 2025	-Certificates -Social Media Posting -DMAC Reports -PEIMS Reports	-Increase in Student engagement -Increase in Student motivation -Friendly competition -Students reaching their Goal -Increase in positive campus climate	-Formative / Summative Assessments -Benchmarks -TELPAS -STAAR -SGMs	-Tile I -Local Funds -SCE
Action Steps							
1. Students will receive recognition for Perfect Attendance via certificates and social media.							
2. Teachers will select a student of the six weeks per team to be recognized.							
3. Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recognition for student product, PBL, Student Lead Conference	-Teachers -Counselors -PR Representative -Administration	-Exemplar Student Work -Social Media Platforms -Supplies for fairs	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb .2025 March 2025 April 2025 May 2025	-Social Media Posting -Calendar of Fairs -Exemplar Student Work	-Increase in Student engagement -Increase in Student motivation -Friendly competition -Increase of Student Involvement -Increase in positive campus climate	-Formative Assessment	-Tile I -Local Funds -SCE
Action Steps							
1. Showcase exemplar student products on social media (FB, School website, Instagram, Twitter)							
2. Incorporate fairs to encourage PBL student participation							
3. Student Lead Conference via National Junior Honor Society							

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Goal Area 3:	Family and Community Empowerment						
Annual Goal:	Jaime Escalante develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.						
Objective 3:	Jaime Escalante Middle School will promote increased parental/community engagement by strengthening communication with parents and families in a variety of ways and offer a variety of resources and activities/events for families that provide strategies and resources for parents/families to use to support their students with learning.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Jaime Escalante Middle School will hold family engagement events throughout the year that engage families by provide a variety of resources, activities, and strategies/resources for parents/families to use to support their students with learning.	-Teachers -Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department -Student's CUrriculum Department	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 March 2025 April 2025 May 2025	-Parent Event Meeting Agendas and Attendance log	-Increased student attendance Increased parent participation at meetings Increased parent involvement on campus Improved parent/teacher interactions regarding student achievement	-Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
Parent Educator will select dates and meeting and event frequency							
Feedback survey will be collected to determined effectiveness of meetings/events.							
Track parent participation through sign in sheets.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Jaime Escalante Middle School will provide parent training and materials that facilitate the transition for students from 5th to 6th and from 8th to 9th that support students with learning.	-Teachers -Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 March 2025 April 2025 May 2025	-Parent Event Meeting Agendas and Attendance log and distribution of resources to parents	-Increased student attendance Increased parent participation at meetings Improved parent/teacher interactions regarding student achievement	-Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
Parent Educator will compile a list of parent concerns, doubts, questions they may have regarding their student's academic career in middle school.							
Feedback survey will be collected to determined effectiveness of resources.							
Meeting topics will be selected to determine which topics have the most impact on student learning.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Jaime Escalante Middle School will communicate Title 1 meetings and events in a timely manner.	-Teachers -Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb. 2025 March 2025 April 2025 May 2025	-Parent Event Meeting Agendas and Attendance log and distribution of resources to parents	-Increased student attendance Increased parent participation at meetings Increased parent involvement on campus Improved parent/teacher interactions regarding student achievement	-Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
Advertise school events in a timely manner and advertise through different ways (Email, phone, text messages, flyers, social media, and the campus website)							
Survey from parent on what time of the day works best for them.							
Track parent participation through sign in sheets.							

Goal Area 3:	Family and Community Empowerment						
Annual Goal:	Jaime Escalante develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.						
Objective 3:	Jaime Escalante Middle School will increase parent/family awareness of the importance of consistent school attendance and its correlation to academic achievement and increase the attendance rate to 94%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
School liasion, administrators, counselors, and teachers will track student perfect attendance and report attendance rates by class and by grade level.	-Teachers -School Liasion Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb .2025 March 2025 April 2025 May 2025	-Meeting Agendas/Flyers -Attendance Reports -Teacher Call Logs	-Increased student attendance -Students reaching their acedemic goals -Increased parent/teacher communication - Parent/teacher improved relationships	-Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
Constant communication with parent/teacher/student to determine root causes for students' absences.							
Continuously conferencing with parent/teacher/student to detemine support needed to improve attendance.							
Track improvement of attendance							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
School liasion, administrators, counselors, and teachers will monitor and intervene with families for students who need to improve attendance	-Teachers -School Liasion Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb .2025 March 2025 April 2025 May 2025	-School Liasion Support for basic needs -Attendance Reports -Counseling session logs	-Increased student attendance -Students reaching their acedemic goals -Increased parent/teacher communication - Parent/teacher improved relationships	-Improved attendance Improved student achievement	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
Identify students who have a high number of absences due to a disability, emotional disturbance, and/or lack of resources.							
Work in partnership with counselors to have frequent check-in sessions with students.							
Determine attendance progress for students in this category.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attendance committe will incentive those with perfect attendance every six weeks.	-Teachers -School Liasion Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb .2025 March 2025 April 2025 May 2025	-Scheduled Incentives throughout the year -Attendance Reports	-Increased student attendance -Students reaching their acedemic goals -Increased parent/teacher communication - Parent/teacher improved relationships	-Incentive Frequency -Incentives Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
Monitor students' six weeks perfect attendance							
Determine who who will participate/receive incentives.							
Collect incentives feedback and track attendance progress.							

Goal Area 3:	Family and Community Empowerment						
Annual Goal:	Jaime Escalante develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.						
Objective 3:	Jaime Escalante Middle will implement SEL advisory lessons and engage in storytelling and personal life lessons to help foster and enhance student-student relationships and student-teacher relationships and decrease behavior.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Jaime Escalante Middle School will identify lessons that are grade level appropriate and grade level specific.	-Teachers -Counselors -Adminstrators	-Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb .2025 March 2025 April 2025 May 2025	-Advisory lessons and activities -Calendar of advisory days	-Increased student attendance Increased parent participation at meetings Increased parent involvement on campus Improved parent/teacher interactions regarding student achievement	-SEL advisory committee -Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
Develop an advisory design committe.							
Review current counseling SEL and AVID advisory and college lessons/activities.							
Select topics and build on existing lessons.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct walkthroughs when advisory is being held to ensure fidelity of the implementation and to ensure student engagement.	-Teachers -Counselors -Adminstrators	-Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb .2025 March 2025 April 2025 May 2025	-Walkthrough forms -Calendar of advisory days	-Increase student motivation -Increase student attendance -Increase of Student participation throughout the campus-Increase of Student and teacher engagement	-SEL advisory walkthrough forms -Advisory Feedback -Participation Numbers -Improved attendance Improved student engagement-Improved attendance Improved teacher engagement	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
Create a walkthrough form for SEL advisory "lookfors"							
Conduct walkthroughs when advisory is being held.							
Elective teachers will be included to help get students to advisory and/or assist when a teacher is absent and/or conduct informal walkthroughs for feedback.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Incorporate surveys to gain feedback on how well these activities are being effective on students' overall well-being, instruction, attendance, and discipline.	-Teachers -Counselors -Adminstrators	-Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2024 Oct. 2024 Nov. 2024 Dec. 2024 Jan. 2025 Feb .2025 March 2025 April 2025 May 2025	-Creation of surveys -Completion of surveys -Distribution of survey during class.	-Increase student motivation -Increase student attendance -Increase of Student participation -Decreased student behavior	-SEL advisory surveys -Feedback Participation Numbers	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds
Action Steps							
Create SEL advisory survey.							
Analyze survey results.							
Refine any part of the SEL advisory lessons/activities, including procedures and structres for it.							

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PD Monthly Focus	PD Format	Person(s) Leading	PD Topic	Resources	CIP Goal Alignment
August 19-22, 2024	Campus Based - All departments District Based - All departments	Administration CLL CIT	Campus Goal Setting T-TESS Evaluation System District Mandates Lesson Planning w/Unpacked TEKS District Curriculum Roll Out	District Mandates PPT Accountability Reports Measuring What Matters T-TESS Evaluation Rubric District Content Coordinators	Goal 2-Obj.2/Strategy 1
January 6, 2025	Campus Based- PD	Administration CLL CIT	Power of 7 & Data Dive Student Profile Development Growth Mind Set	DMAC Data Reports PPT Presentation Benchmark Data Flexible Groupings Seating Chart	Goal 1-Obj. 1/Strategy 2 Goal 1-Obj.1/St
Week of September 9th, 2024	TCLC	CIT/CLL	Teacher Self-Assessment & PD Goals	Teachers 2023-2024 Evaluation, TEEMS dashboard	Focus Area 4/Obj 1 Focus Area 4/Obj 2/Strategy 2 Focus Area 4/Obj 3/Strategy 1, 3
Week of September 16th, 2024	TCLC	CIT/CLL	Teacher Self-Assessment & PD Goals	Teachers 2023-2024 Evaluation, TEEMS dashboard	Focus Area 4/Obj 1 Focus Area 4/Obj 2/Strategy 2 Focus Area 4/Obj 3/Strategy 1, 3
Week of September 23rd, 2024	TCLC	CIT/CLL	SGM Step 1 / DMAC	DMAC reports	
Week of September 30th - October 4th, 2024	TCLC	CIT/CLL	SGM Step 2 / TRS & AI for DOK	DOK Stems, DMAC Reports	
Week of October 7th, 2024	TCLC	CIT/CLL	SGM Step 2 Cont./ AI and Editing	DOK Stems, DMAC Reports	
Week of October 15th, 2024	TCLC	CIT/CLL	SGM Step 3	SGM assessments	
Week of October 21st, 2024	TCLC	CIT/CLL	SGM Step 3 Cont.	SGM assessments	
Week of October 28th, 2024	TCLC	CIT/CLL/CTC	Differentiation/TELPAS Benchmark Procedures	NewsELA, Flocabulary, AI, Lexile, SummitK12, TELPAS Data	Focus Area 1/Obj 1/Strategy1,2
Week of November 4th, 2024		CTC	TELPAS Benchmark		
Week of November 11th, 2024	TCLC	CIT/CLL	SEL		Focus Area 2/Obj 3/Strategy 2
Week of November 18th, 2024	TCLC	CIT/CLL/CTC	SEL/Benchmark 1 Procedures		
Week of December 2nd, 2024		CTC	Benchmark 1		
Week of December 9th, 2024		CTC	Benchmark 1 cont.		
Week of December 16th, 2024	TCLC	CIT/CLL	Differentiated instruction - Unpacking TEKS - Fundamental 5		Focus Area 1/Obj 1/Strategy1,2
Week of January 13th, 2025	TCLC	CIT/CLL	SIOP (TELPAS, Instructional Strategies, Resources, Linguistic Accommodations)		Focus Area 1/Obj 1/Strategy1,2
Week of January 20th, 2025	TCLC	CIT/CLL	SIOP (Plan, Do)		Focus Area 1/Obj 1/Strategy1,2
Week of January 27th, 2025	TCLC	CIT/CLL	SIOP (Study, Act)		Focus Area 1/Obj 1/Strategy1,2
Week of February 3rd, 2025	TCLC	CIT/CLL	SIOP (Plan, Do)		Focus Area 1/Obj 1/Strategy1,2
Week of February 11th, 2025	TCLC	CTC/CIT/CLL	TELPAS Procedures and Protocols		
Week of February 17th, 2025	TCLC	CTC/CIT/CLL	TELPAS testing / Benchmark 2 procedures and protocols		
Week of February 24th, 2025		CTC	TELPAS/Benchmark 2		
Week of March 3rd, 2025		CTC	Benchmark 2		
Week of March 10th, 2025	TCLC	CIT/CLL	Differentiated Instruction - Action Plan, BM2 data		Focus Area 1/Obj 1/Strategy 1,2 Focus Area 1/Obj 3/Strategy 1
Week of March 24th, 2025	TCLC	CIT/CLL	Differentiated Instruction - Fundamental 5 (Instructional Strategies, Resources, CIF)		Focus Area 1/Obj 1/Strategy1,2
Week of March 31-April 4th, 2025	TCLC	CTC/CIT/CLL	STAAR Procedures and Protocols		
Week of May 5th, 2025	TCLC	CIT/CLL	Summative Overview (EOY reflection, finalize artifacts)		

Week of May 12th, 2025	TCLC	CIT/CLL	EOY surveys	Focus Area 2/Obj 1/Strategy 1
Week of May 19th, 2025	TCLC	CIT/CLL	SEL	Focus Area 2/Obj 3/Strategy 2
Week of May 27th, 2025	TCLC	CIT/CLL	SEL	Focus Area 2/Obj 3/Strategy 2

CLC & After School Learning Opportunities

Big Buck of Instructional Strategies	Focus Area 1/Obj 1/Strategy 2
Differentiation	Focus Area 1/Obj 1/Strategy1,2
Growth Mindset	Focus Area 1/Obj 1/Strategy 2
Close Reading/Thought Capturer	Focus Area 1/Obj 2/Strategy 1
Feedback for Growth	Focus Area 1/Obj 2/Strategy 2
Embedding Quick Writes Daily	Focus Area 1/Obj 2/Strategy 2
Objective Driven & Data Driven Lesson Planning	Focus Area 1/Obj 3/Strategy 1
Unpacking Benchmarks	Focus Area 1/Obj 3/Strategy 3
	Focus Area 4/Obj 1
T-TESS	Focus Area 4/Obj 2/Strategy 2
	Focus Area 4/Obj 3/Strategy 1, 3
SEL	Focus Area 2/Obj 3/Strategy 2
AVID EXCEL	Focus Area 2/Obj 3/Strategy 3
Professional Book Club	Focus Area 1/Obj 2/Strategy 3
Library Initiatives	Focus Area 1/Obj 2/Strategy 3

TECHNOLOGY

Nearpod	Focus Area 1/Obj 1/Strategy 1
Google (All resources)	Focus Area 1/Obj 1/Strategy 1
Microsoft (All resources)	Focus Area 1/Obj 1/Strategy 2-3
Newline/Screenbean	Focus Area 1/Obj 1/Strategy 1
	Focus Area 1/Obj 2/Strategy 2
Carnegie	Focus Area 1/Obj 2/Strategy 1
iReady	Focus Area 1/Obj 2/Strategy 1-2
Savvas	Focus Area 1/Obj 2/Strategy 1-2
Aleks	Focus Area 1/Obj 2/Strategy 1-2
Summit K-12	Focus Area 1/Obj 2/Strategy 2
1 on 1 Trainings w/ CIT	Focus Area 1/Obj 2/Strategy 1-3

10 Components of a Title I, Part A Schoolwide Program

1 Comprehensive Needs Assessment

- a. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
- b. Required: Use data to create a campus profile that drives the Campus Improvement Plan
- c. Best practice: Involve total school staff in identifying campus needs

2 . Reform strategies

- a. Required: Review program documentation to ensure that all instructional programs/ instructional strategies are supported by scientifically-based research
- b. Best practice: Identify how each activity strengthens the core academic program
- c. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

3 Instruction by Highly Qualified Teachers

- a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-
- c. Best practice: Provide opportunities for teachers to observe master teachers in action

4 High-Quality and Ongoing Professional Development

- a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals,
- b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the
- c. Best practice: Rearrange the school day to provide a block of time for collaborative planning

5 Strategies to Attract Highly Qualified Teachers

- a. Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require “effective teachers,” and teachers must be state certified
- c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

10 Components of a Title I, Part A Schoolwide Program

6 Strategies to Increase Parental Involvement

- a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
- b. Required: Include parents in developing the parental involvement policy and school-parent compact
- c. Required: Help parents understand the state's academic content and achievement standards
- d. Best practice: Provide a family literacy program

7 Transition

- a. Required: Provide transition assistance for students coming from preschool
- b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
- c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten
- d. Best practice: Arrange guided site visits to high school for middle school students

8 . Teacher Decision-Making Regarding Assessments

- a. Required: Include teachers in the decisions and planning regarding use of assessments
- b. Best practice: Provide opportunities for teachers to work together to develop student assessments (Examples: benchmarks, performance assessments, student inventories)
- c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments

9 . Effective and Timely Assistance to Students Experiencing Difficulty

- a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it
- b. Best practice: Provide individualized and small group learning sessions
- c. Best practice: Incorporate computer assisted instruction, modifications, and accommodations for curriculum activities

10 Components of a Title I, Part A Schoolwide Program

10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds

- a. Required: Use the flexibility to integrate services and programs to upgrade the entire educational program, thus helping all students reach proficient and advanced levels of achievement
- b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure
- c. Best practice: List Federal, State and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose, and document coordination of program funds in CIP