

Campus Improvement Plan 2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ 2025

Vision

Vela Middle School students and faculty will collaborate to enhance the quality of learning by setting goals that promote educational achievement through a learner-centered curriculum that focuses on problem solving and critical thinking through real life experiences.

Mission

Vela Middle School, in collaboration with parents, and community, is committed to provide a supportive, safe, and nurturing learning environment for all students. We will accomplish this through quality instruction and a rigorous curriculum, so that students will emerge as empowered, critical thinkers, and self-disciplined individuals who possess college ready skills to be marketable, productive citizens of society.

Texas Accountability System

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		83	B	
Student Achievement		74	C	0%
STAAR Performance	42	74		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	70%
Academic Growth	64	75	C	
Relative Performance (Eco Dis: 96.0%)		86	B	✓
Closing the Gaps	47	75	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



Academic Achievement in Reading/Language Arts



Academic Achievement in Mathematics



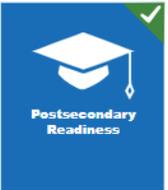
Academic Achievement in Science



Academic Achievement in Social Studies



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

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

Retrieve on Nov. 11, 2024 from: [2024 Accountability System | Texas Education Agency](#) (Add your link for your campus)

Strategic Direction



PSJA School Board

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

Superintendent's Cabinet

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

Senior Staff

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

Campus Executive Summary

Demographics:

As of September 1, 2025, Jesus Jesse Vela Jr. Middle School has a total enrollment of **630 students**. Of these, **40.3% (254 students)** are identified as **Limited English Proficient (LEP)**, while **17.3% (109 students)** receive **Special Education (SPED)** services. A significant majority of the student body, **96.3% (607 students)**, are classified as **Economically Disadvantaged (ECD)**. Additionally, **65% of students (412 students)** are identified as **At-Risk**.

Enrollment Data As of Sep 1, 2025

Bld	Campus	Grd	All Students	Male	Female	Sped	% SPED	LEP	% LEP	M1	% M1	M2	% M2	M3	% M3	M4	% M4	M5	% M5	Mig	% Mig	ECD	% ECD	GT	% GT	CTE	% CTE	At Risk	% At Risk
42	Jesus Jesse Vela Jr. Middle School	06	204	109	95	43	21.1%	84	41.2%	11	5.4%	8	3.9%	1	0.5%	0	0.0%	0	0	15	7.4%	197	96.6%	15	7.4%	0	0.0%	132	65%
		07	208	99	109	35	16.8%	80	38.5%	6	2.9%	14	6.7%	0	0.0%	1	0.5%	0	0	4	1.9%	200	96.2%	16	7.7%	0	0.0%	144	69%
		08	218	119	99	31	14.2%	90	41.3%	15	6.9%	8	3.7%	3	1.4%	1	0.5%	3	0	8	3.7%	210	96.3%	9	4.1%	0	0.0%	136	62%
	Jesus Jesse Vela Jr. Middle School		630	327	303	109	17.3%	254	40.3%	32	5.1%	30	4.8%	4	0.6%	2	0.3%	3	0	27	4.3%	607	96.3%	40	6.3%	0	0.0%	412	65%
	District		630	327	303	109	17.3%	254	40.3%	32	5.1%	30	4.8%	4	0.6%	2	0.3%	3	0	27	4.3%	607	96.3%	40	6.3%	0	0.0%	412	65%

Student Performance:

Using preliminary student performance data, **Jesus Jesse Vela Jr. Middle School** has been rated a **“B” campus** by the State of Texas on the **2024 Accountability** system with an **overall scaled score of 83**.

- **Domain I: Student Achievement**

STAAR Performance earned a **component score of 42** with a **scaled score of 74**, resulting in a **C rating**.

- **Domain II: School Progress**

Academic Growth earned a **component score of 64** with a **scaled score of 75 (C)**.

Relative Performance, with an **Economically Disadvantaged rate of 96%**, earned a **component score of 86 (B)**.

Together, School Progress earned a **scaled score of 86** and a **B rating**, contributing **70% to the overall rating**.

- **Domain III: Closing the Gaps**

The campus earned a **component score of 47** with a **scaled score of 75 (C)**, contributing **30% to the overall rating**.

Overall, **Jesus Jesse Vela Jr. Middle School** earned a **scaled score of 83 (B rating)** for 2025 Accountability. The campus also earned **Distinction Designations** in **Reading/Language Arts, Science, Social Studies, Top 25% Comparative Academic Growth, and Postsecondary Readiness**.

Executive Summary Continued

Student Performance:

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

- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% (50% Reading, 45% Math) in June 2024 to 50% by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.
- The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025
- The percentage of graduates who earn an industry certification will increase by June 2025.
- The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.

Executive Summary Continued

Effective Teaching and Learning:

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

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

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

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

The district is:

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

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

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

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

Campus Educational Improvement Committee Members

Effective Teaching and Learning	
Dr. Iris Guajardo	Executive Officer For Secondary Schools
Dr. Linda Uribe-Trevino	Executive Officer For College Readines
Dr. Nora Rivas Garza	Executive Officer For Secondary Schools
Adriana Garcia	Career and Technical Education
Amber Rosas	PSJA High School, Teacher-Special Ed. Self-Contained
Jeannette Lozano	PSJA North ECHS, Teacher-Science
Dr. Sandra Garza	PSJA T. Jefferson T-Stem ECHS, Principal
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Julia Lopez	PSJA T. Jefferson T-Stem ECHS, Teacher-Science
Catherine Alanis	PSJA Memorial ECHS, Teacher-English Lang. Art
Roxxana Serna	Dr. William Long Elementary, Teacher-Second
Amanda De Leon	Santos Livas Elementary, Teacher-Physical Education
Jessica Perez Aranda	Carmen Anaya Elementary, Teacher-First
Sandra Coronado Murillo	Doedyns Elementary, Elem Peims Clerk
Michael Murray	Adv. Academic Services Program Director
Viviana Villarreal	Psja Early Start, Teacher-Pre K
Raymundo Monrreal	Jaime Escalante MS, Principal
Haissam Mayasi	Data Services Director
Alicia Alejandro	High School Social Studies Coordinator
Debbie Dawang	High School Math Coordinator
Sandra Serna	Data Support Coordinator
Karla Rodriguez	Elementary Reading Language Arts Coordinator
Kelly Williams	Psja Southwest Echs, Teacher-Health Science
Eduardo Guzman	Language Development Specialist
Stephanie Cavazos	Aida Escobar Elem, Teacher
Carlos Rivera	Murphy Middle School, Science Teacher
Dr. Judy Marmolejo	Kennedy Middle School, Teacher
Rene Hernandez	Guerra Elementary, Teacher
Erika Carpio	Alamo Middle School Counselor
Melissa Rodriguez	Parent Representative
Thomas Moncivais	Business Representative

Student Support	
Dr. Claudia Gonzalez	Executive Officer For Elementary Schools
Dr. Susana Arredondo	Executive Officer For Elementary Schools
Dr. Yolanda Gomez	Executive Officer For Learning Acceleration
Yvonne Martinez	Migrant Strategist
Amy Marquez	Library Innovations Strategist
Jessica Zuniga	John Mckeever Elem, Principal
Veronica Quintana	Special Education Department Director
Oliva Martinez	English Language Development & Biliteracy Director
Denise Garcia	High School Science Coordinator
Ruben Salinas	PSJA High School, Teacher-Math
Jorge Rodriguez	PSJA North ECHS, Teacher - Dual Credit Education
Arnold Serna Nieto	Austin Middle School, Sped Teacher
Denise Rodriguez-Chavez	Elvis J. Ballew High School, Teacher-Spanish
Elizabeth Cuadra	PSJA Memorial ECHS, Teacher-Social Studies
Belinda Escamilla	Arnoldo Cantu Sr Elem, Teacher-Second
Nelda Reyes	Raul H. Yzaguirre MS, Teacher-English Lang. Art
Mariciana Hernandez	Allen & William Arnold Elem., CLL
Herlinda Garcia	Marcia R Garza Elem, Teacher-Fifth
Liza Diaz	PSJA North ECHS, Principal
Roel Luna	Carmen Anaya Elem, Counselor
Christian Gonzalez	Kennedy Middle School, Asst. Principal
Cynthia Rivera	High School Reading Language Arts Coordinator
Sherry Vargas	Bilingual Strategist
Lorena Zuniga	PSJA Southwest ECHS, Teacher-Social Studies
Erica Estreda	Cesar Chavez Elem, Teacher
Janie Baldazo	Murphy Middle School, Teacher
Cynthia Perales	Guerra Elementary, Teacher
Ilsa Gonzalez	Garza-Pena Elementary, Teacher
Laura Torres	Carmen Anaya Elem, Assistant Principal
Sandra Delgado	Parent Representative
Maria Rodriguez	Parent Representative

Campus Educational Improvement Committee Members

Leadership Growth		Family and Community Empowerment	
Dr. Rebecca Garza	Asst. Supt. For Human Resources	Dr. Orlando Noyola	Asst. Supt. For Student Services
Alfredo Carrillo	Executive Officer For Human Resources	Dr. Virna Bazan	Executive Officer For Elementary Schools
Dr. Nora Cantu	Executive Officer For Academics	Dr. Lauro Davalos	Asst. Supt. of Technology
Maria Varela	New Teacher and Insts. Coaching Coord.	Virgina Saenz	Counseling and Guidance Director
Priscilla Salinas	ACTRGV Director	Claudia Lemus Campos	Communications & Marketing Director
Gloria Garza	Elementary Science Coordinator	Ruben Garcia	Parental Engagement Director
Adrian Karr	HR Manager	Laura Campos	Pupil Accounting Dept. Director
Hector Rodriguez	MIS Department Director	Erica Munguia	Migrant Strategist
Stella Sanchez	Professional Development Director	Nora Galvan	Adult Literacy Coordinator
Gina Saenz	LBJ Middle School Dean Of Instruction	Rolando Garcia	Chief Of Police
Maricruz De Anda	Berta Palacios Elem, Teacher-Sp Ed Unit	Ruby Lopez	Cesar Chavez Elementary, CLL
David Frias	Kelly-Pharr Elementary, Teacher-Kinder	Lizette Sosa	Farias Elementary, Teacher-Fourth
Denise Godoy	PSJA Sonia Sotomayor Building Blocks, Teacher	Oswaldo Gonzalez	Trevino Elementary, CLL
Romeo Romero	Aida Escobar Elem, Teacher-PE	Vivian Salazar	John McKeever Elementary School, Techer Second
Mayra Dominguez	Reed-Mock Elem, Teacher-Kinder	Azeneth Razo	Palmer Elementary, Teacher-Second
Dr. Cynthia Gonzalez	Reed-Mock Elem, Asst. Principal	Maria Briseno	Vida N. Clover Elem., Teacher-Music
Jessica Moore	Middle School, Science Coordinator	Juan Carlos Reyes	Henry Ford Elementary, Teacher
Jualianne Martinez	Graciela Garcia Elementary, Teacher-Prek	San Juanita Carolina Portales	Alamo Middle School, Teacher-Social Studies
Yulissa Rangel	Austin Middle School, Math Teacher	Melynda Escobedo	LBJ Middle School, Teacher-Social Studies
Perla Oervides	Collegiate High School, Teacher-SS	Melissa Sanchez	PSJA High School, Counselor
Lezlie Neely	Ramirez Elementary, Teacher-Fifth	Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Jessica Garcia	Carman Elementary, Reading Coach	Stephanie Gomez-Gonzalez	Ford Elementary, Counselor
David Granadoz	Liberty Middle School, Teacher Math	Yvonne Chamblin	PSJA T. Jefferson T-Stem ECHS, Teacher-Co/Op Vocational
Miguel Torres	Middle School Social Studies Coordinator	Kimberly Ortega	Middle School Reading Language Arts Coordinator
Crystal Soto	Allen & William Arnold Elem., Teacher	Analynn Gundran	Collegiate High School, CLL
Laura Ramos Moreno	Sorenson Elementary, Teacher	Susana Barbosa	Dr. William Long Elementary, Teacher
Sofia Moreno	Trevino Elementary, 3rd Grade Teacher	Felix Salinas	LBJ Middle School, Teacher
Myra Perez	Parent Representative	Melissa Ontivieros	Longoria Elementary, PK Teacher
Norma Villegas	Parent Representative	Leticia Garcia	Parent Representative
Daniela Zuniga	Business Representative	Gloria Castillo	Parent Representative

2023-2024 STAAR

OVERALL RATING

PSJA ISD - ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD		80	76	87	87	87	60.9	87	26.1	87	B	86	↑ 1
PSJA Collegiate	1.6%	96	85	96	96	96	67.5	100	30.0	98	A	96	↑ 2
PSJA ECHS	11.1%	87	80	91	91	91	63.7	93	27.9	92	A	91	↑ 1
PSJA Memorial ECHS	9.6%	79	62	80	80	80	56	87	27.3	82	B	84	↓ 2
PSJA North ECHS	10.4%	85	79	90	90	90	63	92	27.6	91	A	89	↑ 2
PSJA Southwest ECHS	7.7%	83	72	85	85	85	59.5	92	27.6	87	B	87	↑ 0
PSJA T-STEM ECHS	2.7%	95	81	95	95	95	66.6	99	30.0	96	A	97	↓ 1

2024-2025 STAAR/STAAR ALT OVERALL RATING

PSJA ISD - ALL ADMINISTRATIONS (PRELIMINARY)

	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD		80	76	87	87	87	60.9	87	26.1	87	B	86	↑ 1
Austin Middle School	4.0%	80	80	90	90	90	63	92	27.6	91	A	90	↑ 1
Escalante Middle School	2.7%	75	67	87	87	87	60.9	75	21.6	83	B	84	↓ 1
Kennedy Middle School	2.5%	77	75	90	90	90	63	85	25.8	89	B	87	↑ 2
LBJ Middle School	4.9%	75	69	86	86	86	60.2	70	21.0	81	B	87	↓ 6
Liberty Middle School	3.6%	76	73	89	89	89	62.3	78	24.6	86	B	80	↑ 6
Murphy Middle School	3.8%	78	78	90	90	90	63	92	27.6	91	A	88	↑ 3
Vela Middle School	3.2%	74	75	86	86	86	60.2	76	24.3	83	B	84	↓ 1
Yzaguirre Middle School	3.5%	73	75	85	85	85	59.5	88	27.3	86	B	79	↑ 7

JESUS "JESSE" VELA JR. MIDDLE SCHOOL

	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD		80	76	87	87	87	60.9	87	26.1	87	B	86	↑ 1
Anaya Elementary	0.9%	77	85	86	86	86	60.2	92	27.6	88	B	88	↓ 0
Arnold Elementary	1.4%	79	92	88	92	92	64.4	92	27.6	92	A	82	↑ 10
Cantu Elementary	1.2%	72	79	80	80	80	56	74	24.3	78	C	80	↓ 2
Carman Elementary	1.3%	77	85	85	85	85	59.5	90	27.3	87	B	85	↑ 2
Chavez Elementary	0.8%	85	93	91	93	93	65.1	92	27.6	93	A	89	↑ 4
Clover Elementary	0.9%	73	90	82	90	90	63	85	25.5	89	B	74	↑ 15
Doedyns Elementary	0.8%	71	68	79	79	79	55.3	69	23.1	76	C	75	↑ 1
Dr Long Elementary	1.7%	73	81	82	82	82	57.4	76	23.1	80	B	81	↓ 1
Escobar Elementary	1.4%	88	78	91	91	91	63.7	92	27.6	91	A	91	↑ 0
Farias Elementary	1.1%	65	71	74	74	74	51.8	73	21.9	74	C	80	↓ 6
Ford Elementary	1.3%	71	74	80	80	80	56	74	22.2	78	C	83	↓ 5
Garcia Elementary	0.9%	82	90	90	90	90	63	92	27.6	91	A	90	↑ 1
Garza Elementary	1.0%	76	89	85	89	89	62.3	90	27.3	89	B	78	↑ 11
Garza-Pena Elementary	1.3%	75	79	84	84	84	58.8	92	26.4	86	B	88	↓ 2
Guerra Elementary	1.4%	78	83	88	88	88	61.6	92	27.6	89	B	82	↑ 7
Kelly-Pharr Elementary	1.4%	69	59	75	75	75	52.5	68	22.2	73	C	82	↓ 9
Livas Elementary	1.1%	73	75	82	82	82	57.4	80	24.9	81	B	78	↑ 3
Longoria Elementary	1.0%	75	90	84	90	90	63	92	27.3	91	A	72	↑ 19
McKeever Elementary	1.5%	73	78	82	82	82	57.4	89	27.0	84	B	76	↑ 8
Palacios Elementary	0.9%	88	89	91	91	91	63.7	92	27.6	91	A	88	↑ 3
Palmer Elementary	1.3%	77	85	85	85	85	59.5	84	25.2	85	B	85	↓ 0
Ramirez Elementary	1.0%	64	73	72	73	73	51.1	71	21.6	72	C	81	↓ 9
Reed-Mock Elementary	1.1%	76	76	85	85	85	59.5	89	27.3	86	B	82	↑ 4
Sorensen Elementary	1.5%	80	83	88	88	88	61.6	92	27.6	89	B	79	↑ 10
Trevino Elementary	0.8%	64	60	72	72	72	50.4	63	19.2	69	D	82	↓ 13

2022 – 2024 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
Grade/Subject									
GRADE 3 MATH	67%	36%	10%	71%	41%	15%	65%	37%	16%
STATE OF TEXAS	68%	41%	15%	72%	44%	18%	70%	42%	20%
REGION ONE	68%	38%	12%	72%	41%	16%	69%	40%	18%
GRADE 3 READING	70%	44%	20%	73%	48%	21%	69%	41%	21%
STATE OF TEXAS	72%	44%	20%	75%	48%	21%	76%	50%	29%
REGION ONE	73%	44%	18%	75%	48%	25%	75%	48%	25%
GRADE 4 MATH	73%	44%	18%	75%	48%	20%	65%	39%	20%
STATE OF TEXAS	67%	44%	18%	70%	42%	21%	69%	42%	21%
REGION ONE	71%	44%	18%	73%	42%	22%	68%	42%	22%
GRADE 4 READING	79%	50%	22%	80%	53%	28%	79%	43%	19%
STATE OF TEXAS	79%	50%	22%	80%	51%	25%	76%	51%	25%
REGION ONE	80%	50%	20%	80%	53%	28%	76%	53%	28%
GRADE 5 MATH	79%	47%	20%	80%	53%	21%	72%	43%	20%
STATE OF TEXAS	75%	49%	21%	80%	50%	21%	76%	47%	24%
REGION ONE	79%	50%	20%	80%	53%	19%	78%	48%	23%
GRADE 5 READING	78%	50%	28%	79%	54%	28%	76%	49%	26%
STATE OF TEXAS	78%	53%	28%	80%	56%	28%	80%	57%	36%
REGION ONE	78%	54%	28%	80%	56%	29%	80%	56%	34%
GRADE 5 SCIENCE	59%	26%	10%	66%	35%	15%	61%	33%	13%
STATE OF TEXAS	56%	27%	11%	64%	35%	15%	65%	37%	17%
REGION ONE	59%	28%	10%	66%	36%	15%	67%	38%	17%

Add Campus Performance for 2024 – 2025

2022 – 2024 STAAR/STAAR ALT 2 District Results
SPED at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
Grade/Subject									
GRADE 3 MATH	67%	36%	16%	65%	37%	16%	65%	37%	16%
SPED	51%	21%	12%	42%	29%	12%	42%	29%	12%
GRADE 3 READING	70%	41%	21%	69%	41%	21%	69%	41%	21%
SPED	46%	29%	7%	45%	29%	7%	45%	29%	7%
GRADE 4 MATH	73%	39%	20%	65%	39%	20%	65%	39%	20%
SPED	54%	24%	8%	42%	24%	8%	42%	24%	8%
GRADE 4 READING	79%	43%	19%	69%	43%	19%	69%	43%	19%
SPED	54%	25%	6%	45%	25%	6%	45%	25%	6%
GRADE 5 MATH	79%	47%	20%	72%	50%	18%	72%	43%	20%
SPED	65%	35%	11%	67%	31%	11%	51%	27%	10%
GRADE 5 READING	78%	50%	26%	79%	54%	28%	76%	49%	26%
SPED	50%	27%	9%	50%	25%	11%	48%	27%	9%
GRADE 5 SCIENCE	59%	26%	10%	66%	35%	15%	61%	33%	13%
SPED	38%	22%	7%	42%	24%	9%	36%	22%	8%

Add Campus Performance for 2024 – 2025

2022 – 2024 STAAR/STAAR ALT 2 District Results

Emergent Bilingual at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
Grade/Subject									
GRADE 3 MATH	67%						65%	37%	16%
EMERGENT BILINGUAL	63%						59%	32%	13%
GRADE 3 READING	70%						69%	41%	21%
EMERGENT BILINGUAL	64%						62%	32%	16%
GRADE 4 MATH	73%						65%	39%	20%
EMERGENT BILINGUAL	70%					17%	62%	36%	18%
GRADE 4 READING	79%					19%	69%	43%	19%
EMERGENT BILINGUAL	74%	43%			38%	14%	62%	37%	16%
GRADE 5 MATH	79%	47%			50%	18%	72%	43%	20%
EMERGENT BILINGUAL	76%	42%		78%	49%	17%	71%	40%	18%
GRADE 5 READING	78%	50%	24%	79%	54%	28%	76%	49%	26%
EMERGENT BILINGUAL	73%	43%	18%	76%	50%	23%	73%	44%	22%
GRADE 5 SCIENCE	59%	26%	10%	66%	35%	15%	61%	33%	13%
EMERGENT BILINGUAL	52%	21%	7%	60%	30%	13%	56%	27%	10%

Add Campus Performance for 2024 – 2025

2022 – 2024 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
Grade/Subject	%	%	%	%	%	%	%	%	%
GRADE 6 MATH	64%	31%	9%	66%	28%	9%	62%	26%	9%
STATE OF TEXAS	70%	38%	13%	74%	38%	15%	72%	38%	16%
REGION ONE	69%	35%	10%	72%	34%	12%	68%	32%	12%
GRADE 6 READING	68%	48%	19%	66%	34%	12%	62%	32%	16%
STATE OF TEXAS	75%	51%	23%	73%	42%	15%	69%	42%	23%
REGION ONE	73%	48%	19%	70%	39%	14%	67%	39%	20%
GRADE 7 MATH	55%	26%	10%	57%	26%	10%	57%	26%	10%
STATE OF TEXAS	54%	26%	10%	57%	26%	10%	57%	26%	10%
REGION ONE	57%	26%	10%	57%	26%	10%	57%	26%	10%
GRADE 7 READING	66%	46%	28%	66%	46%	28%	66%	46%	28%
STATE OF TEXAS	72%	53%	33%	72%	53%	33%	79%	55%	36%
REGION ONE	72%	46%	28%	72%	46%	28%	78%	52%	33%
GRADE 8 MATH	78%	40%	17%	78%	40%	17%	70%	40%	17%
STATE OF TEXAS	70%	41%	17%	70%	41%	17%	70%	39%	14%
REGION ONE	77%	48%	15%	77%	46%	15%	71%	40%	15%
GRADE 8 READING	76%	51%	31%	80%	52%	22%	79%	50%	31%
STATE OF TEXAS	79%	55%	37%	82%	56%	27%	82%	57%	37%
REGION ONE	78%	52%	25%	83%	56%	24%	82%	56%	35%
GRADE 8 SCIENCE	65%	39%	14%	70%	45%	17%	72%	43%	22%
STATE OF TEXAS	68%	42%	16%	73%	46%	16%	73%	44%	23%
REGION ONE	66%	39%	13%	71%	43%	13%	73%	43%	21%
GRADE 8 SOCIAL STUDIES	52%	25%	12%	50%	22%	10%	47%	18%	9%
STATE OF TEXAS	58%	31%	16%	60%	32%	16%	59%	30%	17%
REGION ONE	56%	29%	14%	60%	30%	14%	58%	26%	14%

Add Campus Performance for 2024 – 2025

SPED at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App	Meet	Master	App	Meet	Master	App	Meet	Master
Grade/Subject	%	%	%	%	%	%	%	%	%
GRADE 6 MATH	64%	31%	9%	62%	26%	9%	62%	26%	9%
SPED	41%	19%	14%	45%	22%	14%	45%	22%	14%
GRADE 6 READING	68%	48%	16%	72%	32%	16%	72%	32%	16%
SPED	35%	21%	14%	44%	21%	14%	44%	21%	14%
GRADE 7 MATH	55%	26%	10%	59%	26%	10%	59%	26%	10%
SPED	40%	23%	16%	49%	23%	16%	49%	23%	16%
GRADE 7 READING	66%	46%	28%	73%	46%	28%	73%	46%	28%
SPED	33%	23%	14%	45%	23%	14%	45%	23%	14%
GRADE 8 MATH	78%	51%	17%	70%	40%	17%	70%	40%	17%
SPED	62%	33%	12%	62%	33%	12%	62%	33%	12%
GRADE 8 READING	76%	51%	25%	75%	52%	22%	79%	50%	31%
SPED	48%	24%	11%	49%	25%	8%	43%	23%	13%
GRADE 8 SCIENCE	65%	39%	14%	70%	45%	17%	72%	43%	22%
SPED	37%	25%	10%	41%	26%	8%	41%	20%	13%
GRADE 8 SOCIAL STUDIES	52%	25%	12%	50%	22%	10%	47%	18%	9%
SPED	32%	24%	10%	31%	20%	8%	25%	14%	10%

Add Campus Performance for 2024 – 2025

2022 – 2024 STAAR/STAAR ALT 2 District Results

Emergent Bilingual at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
Grade/Subject									
GRADE 6 MATH	64%	31%	9%	62%	26%	9%	62%	26%	9%
EMERGENT BILINGUAL	60%	26%	7%	57%	22%	7%	57%	22%	7%
GRADE 6 READING	68%	48%	16%	62%	32%	16%	62%	32%	16%
EMERGENT BILINGUAL	61%	48%	12%	55%	25%	12%	55%	25%	12%
GRADE 7 MATH	55%	26%	10%	57%	26%	10%	57%	26%	10%
EMERGENT BILINGUAL	48%	23%	8%	52%	23%	8%	52%	23%	8%
GRADE 7 READING	66%	46%	28%	73%	46%	28%	73%	46%	28%
EMERGENT BILINGUAL	59%	35%	19%	65%	35%	19%	65%	35%	19%
GRADE 8 MATH	78%	51%	17%	70%	40%	17%	70%	40%	17%
EMERGENT BILINGUAL	75%	45%	10%	61%	28%	10%	61%	28%	10%
GRADE 8 READING	76%	51%	31%	79%	50%	31%	79%	50%	31%
EMERGENT BILINGUAL	69%	42%	19%	68%	35%	19%	68%	35%	19%
GRADE 8 SCIENCE	65%	39%	22%	72%	43%	22%	72%	43%	22%
EMERGENT BILINGUAL	57%	32%	14%	62%	32%	14%	62%	32%	14%
GRADE 8 SOCIAL STUDIES	52%	25%	9%	47%	18%	9%	47%	18%	9%
EMERGENT BILINGUAL	42%	19%	3%	39%	8%	3%	30%	8%	3%

Add Campus Performance for 2024 – 2025

2022 – 2024 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
Grade/Subject									
ENG I	58%	24%	17%	74%	37%	10%	58%	41%	9%
STATE OF TEXAS	51%	21%	10%	60%	30%	10%	53%	38%	8%
REGION ONE	55%	23%	13%	68%	38%	13%	50%	34%	7%
ENG II	65%	31%	4%	65%	35%	0%	65%	49%	6%
STATE OF TEXAS	61%	26%	1%	61%	36%	3%	61%	47%	7%
REGION ONE	69%	37%	5%	65%	35%	3%	57%	42%	6%
ALGEBRA I	76%	39%	19%	78%	46%	27%	78%	46%	27%
STATE OF TEXAS	71%	34%	19%	71%	41%	23%	65%	37%	23%
REGION ONE	76%	39%	19%	76%	39%	19%	67%	37%	22%
BIOLOGY	84%	43%	17%	74%	37%	10%	70%	39%	9%
STATE OF TEXAS	87%	47%	17%	79%	49%	18%	75%	49%	19%
REGION ONE	85%	45%	11%	76%	43%	13%	71%	41%	13%
US HISTORY	93%	59%	23%	90%	59%	26%	84%	58%	26%
STATE OF TEXAS	94%	67%	35%	89%	66%	36%	85%	64%	39%
REGION ONE	93%	61%	27%	88%	60%	28%	82%	57%	31%

Add Campus Performance for 2024 – 2025

2022 – 2024 STAAR/STAAR ALT 2 District Results

SPED and Emergent Bilingual at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
Grade/Subject									
ENG I	58%					7%	58%	41%	9%
SPED	38%						25%	18%	8%
EMERGENT BILINGUAL	46%						35%	17%	1%
ENG II	6						65%	49%	6%
SPED	4						31%	20%	6%
EMERGENT BILINGUAL	47%						39%	20%	1%
ALGEBRA I	84					32%	78%	46%	27%
SPED	70%					15%	57%	26%	13%
EMERGENT BILINGUAL	80%					26%	72%	37%	20%
BIOLOGY	84%	40%			37%	10%	70%	39%	9%
SPED	69%	23%		57%	22%	6%	43%	20%	7%
EMERGENT BILINGUAL	78%	29%	5%	64%	23%	3%	53%	17%	2%
US HISTORY	93%	59%	23%	90%	59%	26%	84%	58%	26%
SPED	77%	27%	12%	83%	38%	17%	60%	33%	15%
EMERGENT BILINGUAL	89%	41%	11%	80%	38%	10%	68%	32%	9%

Add Campus Performance for 2024 – 2025

Comprehensive Needs Assessment

AREA LEADS: Dr. I. Guajardo, Dr. I. L. Uribe, and Dr. N. Rivas (**Campus Info.**)



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING (**Campus Info.**)

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 Pk-2nd, 3rd-5th, middle and high school.
- 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.
- A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university.
- All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner.
- The district TSI Student Success Intervention Plan includes TSI A Tutorial prep learning via direct instruction or learning platform.

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 2024 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 48%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 36%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 24%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- 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%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- CCMR dashboard will be monitored and utilized for successful CCMR Plan completion and PEIMS coding of ALL students in 9-12.
- Course scheduling for third quartile students to gain access to earn industry-based certificates or earn 9+ hours or in any subject.
- The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions.

Goal Area 1:		Student Achievement					
Annual Goal 1:		By May 2026, the passing scores for the Reading STAAR will increase by at least 10% compared to the previous year.					
Objective 1:		Assignments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in CLL					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Prior to the administration of a CBA or Benchmark, teachers will review the assessments to ensure adherence to the specificities in the TEKS	Administrators, Instructional Coach, Department Chairs, teachers	Title 1 Funds -Lead Forward	September 2025 - August 2026	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
During planning time, teachers will intentionally select activities for lessons that ensure that TEKS specificities will be taught thoroughly and addressed daily							
Teachers will collaborate during planning time and share best practices of instructional strategies within their department.							
Teachers will receive trainings involving the identification of TEKS specificities to ensure they are knowledgeable on their grade level TEKS							
Teachers will utilize Performance level descriptors (PLDs) to plan lessons and slice the curriculum into the various STAAR performance levels- High Approaches, meets, and masters							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

JESUS "JESSE" VELA JR. MIDDLE SCHOOL

Embedding STAAR vocabulary daily to establish familiarity	Teachers	Title 1 Funds LeadForward-STAAR Vocabulary TEA STAAR vocabulary Resources	September 2025 - August 2026	Classroom Walls Word Walls Campus Walls	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
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Action Steps

Teacher will identify and post a designated STAAR word of the week around campus

Students will partake in conversation to activate prior knowledge on a specific STAAR word of the week

Teachers will collaborate during planning time to introduce a STAAR word of the week that is vertically aligned.

Teacher will embed CIF strategies in the classroom that enable students to practice using the academic vocabulary in their discussions

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administrators engage in on-going walkthroughs to hold educators accountable for implementing the practices that allow for differentiating instruction and focus on various STAAR performance levels	-Administrators -Walk-through alignment team	Title 1 Funds T-TTESS observation form	September 2025 - August 2026	Completed observation/walkthrough forms	Teacher growth -student growth on major exams		-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

Establish a walk-through alignment team that will assist with streamlining the TTESS rubric and a online teaching walk-through form

Administrative observation forms will be streamlined with the TTESS Rubric

Administrators will provide thorough content-aligned feedback that include specific TEK improvement in a post-observation conference

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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JESUS "JESSE" VELA JR. MIDDLE SCHOOL

Identify weak TEKS after first benchmark to drive the instruction for the 6 weeks	Instructional Coach, teachers	Title 1 Funds -tracking forms	September 2025 - August 2026	DMAC data	Student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Teachers will analyze DMAC data to guide instruction on TEKS not mastered							
Teachers will focus on frequently tested TEKS							
There will be STAAR formatted entry and exit tickets that focus on campus weak TEKS on a daily basis							
Use tracking forms that will enable teachers and students to identify their weaknesses and strengths. Fill out these tracking forms after every major exam.							

JESUS "JESSE" VELA JR. MIDDLE SCHOOL

Goal Area 1:		Student Achievement					
Annual Goal 1:		By May 2026, the passing scores for the Reading STAAR will increase by at least 10% in comparison to the previous year.					
Objective 2:		Reading curriculum will be horizontally and vertically aligned.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data from major exams (CBA, BM, STAAR) to monitor student progress and drive interventions	-teachers -administrators	-DMAC -Title 1 funds for tutoring	September 2025 - August 2026	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Use ongoing district built formative and summative assessments by grade levels							
Use assessment data to drive intervention plans and build intervention time into the day at every level							
Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, etc)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Improve literacy skills in all students	-teachers -librarian -administration	-Accelerated Reader -MyOn -Epic -STAR Chart	September 2025 - August 2026	-STAR chart	-improved reading level as indicated on STAR Chart	STAR Chart reading level	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Encourage reading and AR testing (provide incentives)							
Initiate campus book club that can read stories that are in RLA curriculum or student choice							
Establish reading time							

JESUS "JESSE" VELA JR. MIDDLE SCHOOL

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed writing workshops in all contents	-teachers -administration -Instructional Coach	-in person PD sessions -Title 1 funds	September 2025 - August 2026	-Walk-through observation -student writing samples	- student growth in Writing component of TELPAS -student growth in Writing component of LAS links		-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Administrators will give feedback and teacher-led training to teachers not implementing the program correctly or that need assistance in implementing							
The campus will provide ongoing professional developments for all teachers							
The campus will ensure the content provided in PD is something educators have not covered within their campus curriculum							

Goal Area 1:		Student Achievement					
Annual Goal 2:		By May 2026, the passing score for the Math STAAR will increase by at least 10% in comparison to the previous year.					
Objective 1:		Assignments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2025-2026					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Prior to the administration of a CBA or Benchmark, and to beginning of the 6 weeks, teachers will review the TEKS taught to ensure adherence to the specificities in the TEKS	teachers, CLL, administratio	LeadForward previous year STAAR assessments Title 1 funds PSJA ISD Curriculum RBIS	September 2025 - August 2025	CLC Agendas Review Assessments Student Performance Data Progress Monitoring Reports Observation and Feedback Reports	Benchmark scores, student growth	BMS CBAS Six Week	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Provide CLCs that outline how to identify specificities in TEKS							
Familiarize students with STAAR formatted sentence stems through display in the classroom							
Creating STAAR formatted questions in daily assignments, entry and exit tickets							
Allocate time for teachers to plan intentional lessons and STAAR formatted entry/exit tickets							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Remain up to date with platforms that provide real-time teacher to student feedback during e-learning	teachers, CLL	Title 1 Funds Laptops(e-learning) Google Forms	September 2025 - August 2025	CLC Agendas Online Walkthroughs - CLC Meetings - Student Data Feedbacks Response Forms	Student achievement on Elearning. - Student Data Feedbacks Response Forms	Weekly assesment, Unit BM, CBA's	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
The campus will incorporate planning time once a month to doing research on e-learning platform such as IXL, Google Slides, etc.							
The campus will provide individualized professional development that will allow teachers to learn about e-learning platforms at their own level.							
The campus will incorporate planning time within instructional day to create interactive and engaging lessons							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

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Monitor individual progress by having students keep track of their own progress on a tracking form	-students -teachers	-student tracking form	September 2025 - August 2026	Copy of virtual form in students	Growth on students form through out the year.	Weekly assesment, BM, CBA's	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Use tracking forms that will enable teachers and students to identify their weaknesses and strengths. Fill out these tracking forms after every major exam. Parents will receive an infograph on the tracking form by mail and email.							
If a 10 point decrease is present, from BM 1 to BM 2, teacher will call parents to inform them. Students will attend tutoring sessions based on their individualized standard needs from BM 1 data.							

JESUS "JESSE" VELA JR. MIDDLE SCHOOL

Goal Area 1:		Student Achievement					
Annual Goal 2:		By May 2026, the passing score for the Math STAAR will increase by at least 10% in comparison to the previous year.					
Objective 2:		Math curriculum will be horizontally and vertically aligned.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use regular formative and summative assessments to identify student strengths and areas for improvement. Also, Analyze assessment data to inform and adjust instructional strategies and groups.	Administrators, CLL, Department Heads, CLFs and Teachers	Title 1 Funds Lead4ward Curriculum	September 2025 - August 2025	Completed CBAs, Benchmarks and Weekly Tests -Tutoring based on individualized standard needs	Benchmark scores and students achievement gains	CBAs, Benchmarks, STAARs and Weekly Tests	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Use ongoing district built formative and summative assessments by grade levels							
Use assessment data to drive intervention plans and build spiraling time into the day at every level in the form of entry tickets.							
Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, individualized tutorials, small group							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Math and Science teachers collaborate to streamline assessed skills and concepts present in both curriculums	Administrators, CLL, Department Heads, CLFs and Teachers (Science and Math)	Title 1 Funds Lead4ward Curriculum (Science and Math) Calculators	September 2025 - August 2025	Completed CBAs, Benchmarks and Weekly Tests	Benchmark scores and students achievement gains	CBAs, Benchmarks, STAARs and Weekly Tests	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Establish one gridable for both math and science - provide clarification to students how students are to use gridable.							
Discuss strategies for horizontal alignment (estimation, division, problem solving steps , etc) starting in 6th grade.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Curriculum documents will include ELPS strategies for EL population	Administrators, CLL, Department Heads, CLFs and Teachers - district bilingual strategist	Title 1 Funds ELPS Trainings CLCs	September 2025 - August 2025	Completed CBAs, Benchmarks and Weekly Tests -new teachers are being trained	Benchmark scores and students achievement gains	CBAs, Benchmarks, STAARs and Weekly Tests	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Teachers will be properly trained on ELPS							
Incorporate CIF strategies daily that will allow students to utilize the 4 language components- speaking, writing, listening, reading							
Annotate in the lesson plans how differentiation will take place in the classroom for in all content areas							

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Goal Area 1:		Student Achievement					
Annual Goal 3:		By May 2026, incoming 6th grade students will increase by 10% point range from their previous Reading and Math STAAR exams.					
Objective 1:		To ease the transition from elementary into middle school, students will become socially and emotionally aware.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Expose students to behavioral expectations prior to entering campus	Administrators, teachers	Title 1 Funds	September 2025 - August 2025	Expectations, Committee attendance logs, agendas	Student Achievement Gains, Benchmark scores	CBAs, Benchmarks, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Identify a group of upper grade level students to intentionally assist them in familiarizing themselves with the campus							
Assign a mentor student in an upper grade level.							
Involve 6th graders into student advisory committee							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establishing a parent committee	Administrators, teachers, parent educator, librarian	Title 1 Funds	September 2025 - August 2026	Agendas, Sign in sheets, parent contact	Student Achievement Gains, Benchmark scores	CBAs, Benchmarks, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Promote the invitation to all AMS parents by posting the announcement on social media outlets and the campus website.							
Establish a purpose and a mission statement for and with the parent committee							
Involve parents in campus decisions as stakeholders by hosting parent meetings throughout the year with the parent educator.							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Frequent student social-emotional check-ins	Administrators, teachers, counselors	Title 1 Funds SEL Lessons	September 2025 - August 2025	Check-in Slips, Surveys, counselor visits and forms	Student Achievement Gains, Benchmark scores	CBAs, Benchmarks, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Counselors visit classrooms to talk to students and provide lessons for them							
Create campus check-in slips that can be given in 0 period once a month							
Teach students the importance of being mentally healthy through SEL curriculum.							

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Goal Area 1:	Student Achievement						
Annual Goal 3:	By May 2026, incoming 6th grade students will remain within a 10% point range from their previous Reading and Math STAAR exams.						
Objective 2:	Assignments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2025-2026.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use ongoing district built formative and summative assessments by grade levels	District Strategist, Administrators, Instructional Coach, Department Chairs, teachers	Title 1 Funds, Lead4ward DMAC	September 2025 - August 2026	DMAC data -Tutoring based on individualized standard needs	Student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Use assessment data to drive intervention plans and build intervention time into the day at every level							
Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, etc)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create individual student tracking forms	Student, teachers	Student tracking form	September 2025 - August 2026	DMAC data	Student achievement gains	CBAs, BMs	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Use tracking forms that will enable teachers and students to identify their weaknesses and strengths. Students will fill out these tracking forms after every major exam.							
Parents will receive an info graph on the tracking form by mail and email.							
If a 10 point decrease is present, from BM 1 to BM 2, teacher will call parents to inform them.							
Students will attend tutoring sessions based on their individualized standard needs from BM 1 data.							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify weak TEKS after first benchmark to drive the instruction for the 6 weeks	Administrators, Instructional Coach, Department Chairs/CLFs, teachers	Title 1 Funds DMAC Lead4Ward	November 2025 - June 2026	DMAC data tutorials -discussion of daytime academies and after school tutoring based on student individual needs	Student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Teachers will analyze DMAC data and allow it to guide instruction (using the DMAC Power of 7)							
Teachers will focus on frequently tested TEKS (using Lead4Ward distribution frequency tool)							
There will be STAAR formatted entry and exit tickets that focus on campus weak TEKS on a daily basis.							
Use tracking forms that will enable teachers and students to identify their weaknesses and strengths. Students will fill out these tracking forms after every major exam.							
The campus will provide STAAR tutorials such as after school extended tutorials focusing on weaknesses or misconceptions and student individual needs.							

Goal Area 2:		Closing the Gap					
Annual Goal 1:		All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the					
Objective 1:		All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress and drive interventions with all identified student groups.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Carnegie Math -Weekly Assessments -CBA -STAAR Released Assessments (BM I & II) Summit K-12 Student Artifacts	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Data Wall -Walk-through feedback -Lesson Plans Individual Student Growth Plans Sign-in Sheets CLC Agendas	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated (by looking at the SE tutorial, SE performance, targeted skills, item analysis) at the campus levels to determine student progress and towards increasing performance at the Meets level and above.							
3) Use assessment data to drive intervention plans and build intervention time into the day across all grade levels through Do-Nows, after school tutorials targeting students by performance							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
5) Campus administration will use walkthrough forms to monitor the implementation of student engagement and provide teachers with immediate feedback							
6) Teachers will utilize entry/exit tickets to address student needs daily.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Improve comprehension and inferencing skills among all student groups.	-Principal -Assistant Principals -Content Teachers -In-Class Support Co-teachers	-District Curriculum -IXL -Istation Reading -Study Sync -MackinVia -MyOn -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	BM Review January- writing prompts have been submitted to CLL, PDs have been scheduled for second semester Individual Student Growth Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Utilize Reading strategies of annotating text by using							
Use Inference Chart to summarize, make connections and make inferences about text.							
Use Graphic Organizers to organize ideas, clarify language, provide evidence, make inferences, and draw conclusions							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Improve literacy through fluency and comprehension among our student groups.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math - Summit K-12 Accelerated Reader -MyOn -MackinVia -Amazon	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Accelerated Reader Reports BM Review January- preteaching vocabulary, scaffolding vocabulary, Marzano Vocabulary strategies	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS Accelerated Reader Quizzes STAR Vocabulary Test	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. All teachers will learn about Sheltered Instruction strategies, and use strategies that target Reading, Listening, Speaking, and Writing in daily lessons by providing a language objective with							
2. All teachers will implement content and language vocabulary and context clues lessons to acquire/reinforce vocabulary							
3. All teachers will implement sustained reading through Accelerated Reader, Beanstack, MyOn, MackinVia, or Amazon.							

Objective 2: All identified student groups in the Academic Achievement component will meet 75% of the indicators by being provided high-quality, evidence-based instruction throughout the 2025-2026 school year.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained on high-quality, evidence-based instruction strategies through Professional Development through out the year.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-Middle School Matters -District Curriculum -International Literacy Association -NCTE -AVID -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Inter classroom visitations -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Department Heads will collaborate with Instructional Coach to identify high-quality, evidence-based instruction strategies.							
2) Department Heads will collaborate with Instructional Coach to roll out Professional Development on identified high-quality, evidence-based, differentiated instructional strategies during CLCs							
3) Teachers will implement identified high-quality, evidence-based instruction strategies in their classrooms.							
4) Based on teacher feedback and data, campus will identify which strategies would prove most effective to meet our student needs.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will collaborate during planning time (CLCs) and share best practices of instructional strategies within their department.	-Principal -Assistant Principals -Instructional Coach -Teachers -In-Class Support Teachers	-District Curriculum -Carnegie Math -Student Data -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Student Artifacts	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teachers will report to planning time every day with all district materials..							
2) Teachers will bring student evidence/data from effective strategies and will analyze student artifacts to determine instructional level of support. Administrators/Instructional Coach will							
3) Teachers will compare student evidence/data and find connections to formative/summative assessment data.							
4) Teachers will incorporate effective strategies into daily lessons.							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will incorporate Common Instructional Framework (CIF) strategies into daily lessons.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-District Curriculum -CIF Strategies -Google Slides -IXL -Class Dojo -Kami -Flip Grid -STAAR Release Assessments (BM I & II) -Canva	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Student Artifacts	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teachers will create daily lesson plans utilizing district curriculum.							
2) Teachers will identify specific CIF strategies for each lesson while giving students the opportunity to read, write, discuss, and share out loud.							
3) Teachers will conduct inter-classroom visitations to observe how content teachers use CIF strategies effectively in their classroom.							
4) Teachers will use technology to facilitate the implementation of CIF strategies.							

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Objective 3: Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Improve literacy through fluency and comprehension among our Special Education and Emergent Bilingual students.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -Carnegie Math -Accelerated Reader MyOn -MackinVia -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
1. All teachers will include Sheltered Instruction strategies, such Reading, Listening, Speaking, and Writing in daily lessons
 2. All teachers will implement content and language vocabulary and context clues lessons to acquire/reinforce vocabulary
 3. All teachers will implement sustained reading through Accelerated Reader, Beanstack, MyOn, MackinVia, or Amazon.
 4. Content Support will go into separate meet session with smaller groups for SPED students.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will work in small groups with Special Populations (EB/SPED) to provide tutoring or additional support.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -Carnegie Math -Summit K12 -IXL	September 2025 - August 2026	"-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans"	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) Teachers will identify target groups based on data/student progress monitoring.

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2) Teachers will meet during independent study time or afternoon with selected students to provide additional support. Incorporate attendance incentives for students who show up.							
3) Teachers will utilize instructional programs like Summit K12 and Istation Reading (will begin this month) / Imagine Math (has begun) to provide individual support.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will intentionally group students by ability and proficiency levels in the classroom.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-Telpas Proficiency Level -STAAR Reading level -STAAR Math level -Seating Charts -IEPs	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teachers will refer to student demographic report by class period.							
2) Teachers will identify each student and refer to TELPAS Proficiency Levels by class period.							
3) Teachers will create seating chart based on ability and TELPAS Proficiency levels by using the Zone of Proximal Development.							
4.) Virtual learning seating chart (Alphabetical order) teachers will input demographic information to reference when cold calling students or pairing them up to work collaboratively in breakout r							

Goal Area 2: Special Populations Goals & Strategies

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2025.

Objective 1: The all student group will demonstrate an 8% increase of academic progress in the areas of reading and mathematics by

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase the amount of time that students are reading and writing across all contents.	-Principal -AssistantPrincipal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -IXL -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TLPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

- 1) Incorporate Sheltered Instruction Strategies of Reading, Writing, Speaking, and Listening in teacher lessons.
- 2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
- 3) Use assessment data to drive intervention plans and build intervention time into the day.
- 4) Provide instruction and interventions that are directly related to students' needs (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will set high and clear expectations for quality work across all contents.	-Principal -AssistantPrincipal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -IXL -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TLPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

- 1) Teachers will have a high and clear expectations in their syllabus.
- 2) Teachers will display classroom expectations in the classrooms and refer to the expectations weekly.
- 3) Teachers will display quality work in all content.

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Teachers will help students develop growth mindsets within their content.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -IXL -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

- 1) Teacher create a growth mindset plan with their classes.
- 2) Teacher will use growth mindset strategies to develop growth mindset in student's thinking.
- 3) Teacher and student will cultivate a sense of purpose throughout their content.

Objective 2:

All Special Education students will be monitored bi-weekly to demonstrate a minimum of 8% growth in academic progress in the areas of Math & Reading by June 2025

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions with SPED population.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Carnegie Math -IXL -STAAR Release Assessments (BM I & II) - LEXIA	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

- 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
- 2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
- 3) Use assessment data to drive intervention plans and build intervention time into the day at every level
- 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Differentiated instruction will be provided.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach -Department Heads	-District Curriculum -Istation Reading - Carnegie Math -IXL -STAAR Release Assessments (BM I & II) -SIOP	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

- 1) Teachers will receive professional development on differentiated instruction.
- 2) Teachers will incorporate strategies from differentiated instruction PD based on students' learning preferences.

3) Teachers will use student data to monitor effectiveness of strategies

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Formative Assessments will be implemented daily in the classrooms.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading - Carnegie Math -IXL -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Teacher will create formative assessments using quick-checks based on past quizzes, tests, STAAR assessments and benchmarks special education students missed.							
2)Teachers will help students create an individual progress plan and monitoring sheet.							
3)Teacher will communicate student progress through phone calls, texts, emails, and/or application such as class dojo. Teachers will also keep a copy of their logs.							

Objective 3: All Emergent Bilingual students will demonstrate an 10% increase of academic progress in the areas of Reading and Mathematics by June 2026.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions with EB population.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II) -IXL	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps,							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Visuals and Total Physical Response (T-P-R) will be implemented in the classroom.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teacher will model vocabulary use gestures, facial expressions, props or body movement to illustrate the meaning of the word.							
2) Teacher review and practice words with students multiple times to ensure learning							
3) Teacher write the word or phrase to connection between oral and written words using word walls and Frayer Models.							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Increase student think time in group setting activities.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II) - Canva - FlipGrid	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1)Teacher will allot time for students to respond verbally or in written form.							
2)Teachers will group students for Think-Pair-Share activities with allotted time.							
3) Teachers will re-evaluate Responses and wait time to determine longer or shorter wait time.							

Goal Area 2: Special Populations Goals & Strategies

Annual Goal 3: Emergent Bilinguals will advance by at least one level of TELPAS composite rating from June 2024 to June 2025.

Objective 1: By June 2026, progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase EB students' English language production and peer interaction.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers	-District Curriculum -Istation Reading -Iready -Imagine Literacy -STAAR Release Assessments (BM I & II) - Writing process - Canva	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

- 1) Teachers will use sentence frames to provide students practice with Academic Language.
- 2) Teachers will provide students with visuals in order to scaffold newly acquired language using knowledge of their native language.
- 3) Teachers will incorporate group work into daily lessons to give students more opportunities to interact with peers.
- 4) Teachers will explicitly teach English Language vocabulary and structures.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Build on Emergent Bilingual Students' literacy skills through fluency and comprehension.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers	-District Curriculum -Istation Reading -Imagine Literacy -STAAR Release Assessments (BM I & II) - Writing process	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

- 1) Teachers will incorporate sustained reading during zero period; elective classes (at least one day a week).
- 2) Teachers will utilize graphic organizers to help students understand concepts.

3) Te
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hers will incorporate reading and questioning into their daily lessons.

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Build on EB students' writing skills by assisting them to organize their thoughts and express their ideas.	-Principal -AssistantPrincipal -Content Teachers -In-Class Support Teachers	-District Curriculum - Writing workshops -STAAR Release Assessments (BM I & II)	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

- 1) Teachers will analyze TELPAS data for students' writing score to determine level of proficiency.
- 2) Teachers will utilize a writing Process to help students summarize details and organize thoughts.
- 3) Teachers will incorporate low stakes and engaging writing opportunities for students to practice writing skills.

Objective 2: Teachers servicing EB students will be proficient in English Language Support strategies and systems.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive professional development on English Language Support strategies.	-Principal -AssistantPrincipal -Content Teachers -In-Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -SIOP Model -STAAR Release Assessments (BM I & II) - CIF	September 2025 - August 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

- 1) Teachers will receive professional development refresher on Sheltered Instruction Observation Protocol (SIOP) Model.
- 2) Campus will partner with Bilingual Department to schedule additional support for teachers servicing EB students.
- 3) Teachers will conduct Inter classroom visitations to observe EL support strategies incorporated through contents.

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive professional development on English Language support systems.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers	-District Curriculum -IStation Reading -Imagine Math -Success Maker -Accelerated Literacy Curr. -STAAR Release Assessments (BM I & II) Lexia word walls	September 2025 - August 2026	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teachers will receive training on support systems like Summit K12 and practice sets provided by TEA to practice Listening, Speaking, Reading, and Writing.							
2) Teachers will receive training on content and language supports available to our EBs through STAAR Online Testing.							
3) Teachers will receive training on Imagine Literacy and IStation.							
4) Teachers will receive training on using word walls to differentiate instruction for emergent bilinguals							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase EB Parental involvement.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers - Community Liaison/Educator	-EB Student list - Phone Contact Logs - Calendar of Events - TELPAS Data - Progress Measure Sheets	September 2025 - August 2026	-Phone/Contact Logs with student/parent information -EB Families will be connected to teachers, staff and community -EB Student families will feel supported by staff/campus	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects -Lower Truancy Rate -Decrease in Academic/behavior issues	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Teacher will contact one EB parent each week to share information on his/her child or to inform the parent of a school event.							
2) Parent Liaison/Educator will contact EB Parents to share information and incorporate parent ideas in school activities.							
3) Campus will host events to increase parental involvement, such as TELPAS Night (to give out information on TELPAS scores/plans, Literacy Night, or Curbside information and snack							

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Goal Area 3: Create a Safe School Culture and Climate.

Annual Goal 1: Achieve a **5%** increase in the average daily attendance rate for the Current school year, raising it from the current rate of

Objective 1: By June 2025, our campus attendance will increase to **94.5%**

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote attendance through meetings with parents and other communication outlets such as newsletters, facebook, class dojo. In addition implement school-wide incentives (such as coupons, treats, dance, etc)	Principal -Assistant Principals - Community Liaison - Attendance Committee -Teachers - Grade Level Teams - Security Officers - CIT	Local Funds	September 2025 - August 2026	Importance of regular Attendance communicated - Attendance incentives provided - Increased Attendance rates - Newsletters/Flyers - Social Media outlets	- Increase in Attendance - Meet district goal - Attendance Reports - District Student Management System	Side by side date analysis	Title-I School- wide Component

Action Steps

- 1) Daily parent contact using the automated system and utilizing school personnel to make calls.
- 2) Inform parents of the importance of attendance via newsletters, parental meetings, and social media.
- 3) Attendance committee will plan and organize incentive awards for students with perfect attendance every six weeks.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Regular monitoring of attendance data to activate support and identify trends. Implement an attendance committee to encourage chronically absent students to get back to the class on a more regular basis.	Principal -Assistant Principals - Community Liaison - PEIMS clerk - Attendance clerk - Attendance Committee -Teachers	-District attendance Percentage report -Daily reports -Homeroom attendance	September 2025 - August 2026	Attendance committee meeting every six weeks to view campus attendance data.	Increase and maintain the campus attendance percentage	Side by side date analysis	Title-I School- wide Component

Action Steps

- 1) Attendance committee will meet every 6 weeks to view attendance data. Attendance committee along with Community Liason will share data with administration.
- 2) Intervene by sending a letter home indicating more than 3 days of consecutive absences.
- 3) Teacher contact logs and campus attendance records will verify and be used as evidence of absences.

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Monitor attendance by grade level to identify potential chronic absenteeism issues before they can manifest.	Principal -Assistant Principals - Community Liaison - PEIMS clerk - Attendance Committee -Teachers - Security Officers -CIT	Local Funds	September 2025 - August 2026	Importance of regular Attendance communicated - Attendance incentives provided - Increased Attendance rates	- Increase in Attendance - Meet district goal - Attendance Reports - District Student Management System	Side by side date analysis	Title-I School- wide Component
Action Steps							
1) Daily parent contact using the automated system and utilizing school personnel to make calls.							
2) Inform parents of the importance of attendance via newsletters, parental meetings, and social media.							
3) Utilize security officers to monitor and identify potential chronic absenteeism issues before they can manifest during school hours.							

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Goal Area 3: Create a Safe School Culture and Climate

Annual Goal 2: Apply discipline protocols consistently and justly throughout the campus to improve the number of discipline

Objective 2: Decrease the number of referrals and OSS by 5%

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training for administration, teachers, and staff on student referral protocols.	- Campus Administration - Teachers - Counselors - Security - Discipline Committee	Local Funds	September 2025 - August 2026	- DMP Training sign in sheets - BIF Reports - PEIMS Discipline Data - Parent Logs - Administration trains teacher/sign-in sheets - Certificate of completion	Decrease in discipline BIFs (referrals), ISS, OSS, and DAEP	Side by side date analysis	Title-I School- wide Component

Action Steps

- 1) Campus staff will be trained on the districts' discipline management plan at the beginning and middle of the year.
- 2) Campus staff will receive a behavior flow chart to follow fair practices. The flow chart provides faculty/staff with suggestions of interventions that may be utilized in correcting a student's
- 3) School wide positive behavior interventions and support.
- 4) Alternatives to suspension will be explored.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will provide the teachers with classroom management, conflict resolution, de-escalation and restorative practices.	- Principal - Assistant Principal - Teachers - Counselors - Discipline Committee	Local Funds	September 2025 - August 2026	Sign-In Sheets Certificates PEIMS Data Discipline Report	Decrease in discipline referrals, ISS, OSS, and DAEP	Side by side date analysis	Title-I School- wide Component

Action Steps

- 1) Teachers will attend de-escalating trainings in order to take a more proactive approach.
- 2) Effective classroom management trainings for teachers
- 3) Campus teachers and counselors will provide weekly problem conflict resolution during enrichment period
- 4) Students will learn coping skills and strategies to defuse situations and alternative methods of responding.

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Discipline Diversion Plan for first time infractions	- Principal - Assistant Principals - Counselors - Teachers - Parents	Local Funds	September 2025 - August 2026	Sign-In Sheets PEIMS Data Discipline Report BIF Reports Contact Logs	Decrease in discipline referrals	Side by side data analysis	Title-I School- wide Component
Action Steps							
1) School wide positive behavior interventions and support							
2) Students will compose a reflection essay to reflect upon their behavior.							
3) Alternatives to suspension will be explored.							

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Goal Area 3: Create a Safe and School culture and climate

Annual Goal 3: Provide an environment that promotes student/staff wellness for their social and emotional needs with an increase

Objective 3: Promote drug free and mental health awareness campus wide.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained to use Notify APP application. Also be trained to be aware and more observant of concerning indicators a student may bring up and complete the report. Such as but not limited to: - Notify APP - Bullying Prevention - Suicide Awareness - Mental Health -Child Abuse/Sexual Abuse - Dating Violence Awareness - Drug, Tobacco, Alcohol Prevention	- Principal - Assistant Principal - Teachers -Counselors -Security Officers -Nurse -Parent -District Police Dept -Police Dept.	-District Curriculum -District Blue book of resources -District LPC/LSSP - Wrap Around Support Service -Notify APP	September 2025 - August 2026	District Curriculum including videos from MobileMind. Student submissions on the NotifyAPP	Bring awareness to everyone in the campus (students and staff). -MobileMind Certificates -Certificates -Counseling Referrals	Side by side date analysis	Title-I School- wide Component
Action Steps							

1) Teachers will show students how to use the Notify APP to report bullying.

2) LPC can be invited to do presentations to teachers if they are requesting more trainings on certain skills/topics.

3) Counselors will present monthly presentations to bring them awareness for the month.

4) Administrators will use restorative circles as first steps to resolve issues with students.

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will implement the SEL district curriculum lessons on a weekly basis thru the advisory period such as but not limited to: - Bullying Prevention - Suicide Awareness - Mental Health -Child Abuse/Sexual Abuse - Dating Violence Awareness - Drug, Tobacco, Alcohol Prevention	- Principal - Assistant Principal - Teachers -Counselors -Nurse	-District Curriculum -District Blue book of resources -District LPC/LSSP	September 2025 - August 2026	SEL lessons done weekly by the advisory period; implement activities tied to the SEL lessons.	Students verbalizing understanding lessons thru journaling, reflections, and projects.	Side by side date analysis	Title-I School- wide Component
Action Steps							

- 1) Teachers will fulfill strategy lessons weekly using the SEL district curriculum.
- 2) Staff and teachers will utilize the Check-In Check-Out (CICO) daily surveys during 0 period to check on social/emotional areas
- 3) Teachers will help students grow their mindset utilizing the SEL district curriculum.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide all stakeholders with the resources in our community to seek questions and answers on the following: - -Bullying Prevention -Suicide Awareness -Mental Health -Child Abuse/Sexual Abuse -Dating Violence Awareness -Drug, Tobacco Alcohol Prevention	-Principal -Assistant Principal -Teachers -Counselors -Nurse - Security Officers	-District Curriculum --District Employee Counselor -Supporting Community Event Calendar - Wrap Around Support Service	September 2025 - August 2026	-Staff/Student monthly community participation through social media. - School wide projects -Bulletin Board with community events -Host a cultural day - SEL student academies	-post pictures of staff/students participating on social media and bulletin boards	Side by side date analysis	Title-I School- wide Component
Action Steps							

- 1) Advocate awareness for different causes by involving the community through social media.
- 2) Raise awareness to the community about SEL by hosting monthly virtual/or campus meetings.
- 3) Inform parents of different resources using the district Human and Health Service Directory.
- 4) Administrators will use restorative circles as first steps to resolve issues with students.

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Goal Area 4:	Increase staff quality, recruitment, and retention
Annual Goal 1:	By the end of the CLL school year, 100% of Teachers at Vela Middle School will be provided with and will
Objective 1:	100% of the teachers at Vela Middle School will be provided with ongoing and individualized support in the
Benchmark Dates	November 2025, February 2026, May 2026

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Survey teachers on individual professional development needs and provide professional development on technology for the 2025-2026 school year to impact student achievement	CLL Administration	Google forms survey, Google Suite Platform	September 2025 - August 2026	Professional Development Schedule Teacher roster of individualized sessions Recorded professional development sessions, Professional development survey data	improvement of proficiency utilizing technology notable increased effectiveness of teachers through informal and formal observations, exit survey for planning on additional evaluation, student achievement	Informal observations, formal observations, walkthroughs, TTESS Rubric		

Action Steps
1. Retrieve and evaluate data on teacher instructional needs with technology prior to creating the calendar for professional development.
2. Plan collaboratively with teachers and administration to create a Professional Development calendar and determine individualized Professional Development sessions based on teacher needs as
3. Place teachers accordingly to their technology needs and levels in differentiated PD sessions to impact student achievement

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Facilitate professional development based on teacher feedback on effective technology practices to impact student achievement	CLL, Administration, CIT	Google Forms survey, CLL, E-Learning Google Platform strengths Google Classroom, Google Meet Google Slides Pear Deck add on Google Chrome extensions	September 2025 - August 2026	Documented communication among recorded professional development facilitating workshops, Roadmaps, CLC Agendas	student growth on benchmarks, learning, notable increased effectiveness of teachers through informal and formal observations	informal observations, professional development exit surveys, Walkthroughs, Evaluations		

- Action Steps**
1. CLL and CIT will send out survey to teachers about technology needs
 2. CLL, CIT, and Administration will collaboratively plan differentiated professional development sessions for teachers based on survey data and content specific apps and needs.
 3. CLL, CIT, and Administration will facilitate differentiated professional development opportunities for teachers based on survey data, as well as help teachers that need additional assistance

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Provide continuous surveys for teachers after PD sessions, and use the results to establish differentiated/individualized professional development opportunities for teachers during CLC's.	CIT, CLL, Administration	Google Forms survey, CLL, Google Classroom, Google Meet Google Slides Pear Deck add on Google Chrome extensions	September 2025 - August 2026	Recorded professional development sessions, professional development survey data, Roadmaps, CLC agendas	improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations,	informal observations, formal observations, end products, Walkthroughs, TTESS Evaluation		

- Action Steps**
1. Ongoingly retrieve survey data from all teachers for an accurate understanding of individual needs in relation to professional development
 2. Provide differentiated professional development sessions to meet the individual needs of teachers.
 3. Teachers who are strong in an area can be asked to help facilitate professional development sessions to further promote a collaborative culture among teachers and provide opportunities to practice

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Objective2:	By the end, CLL school year, 100% of the teachers at Vela Middle School will complete professional development in the district							
Benchmark Dates	November 2025, February 2026, May 2026							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Before intruactional day 1 begins, 100% of the instructional staff will be surveyed on the technology needs and MobileMind will be used accordingly	CLL, CIT, Administration	MobileMind District Resource	September 2025 - August 2026	Certificates of completion	improvement of proficiency utilizing technology notable increased effectiveness of teachers through informal and formal observations, exit survey for planning on additional evaluation, Teacher final product	End Product of Certificates, informal observations, professional development exit surveys, Walkthroughs TTESS Evaluations		
Action Steps								
1. Vela Middle School Administration will provide a list of suggested MobileMind E-Learning modules, with a minimum of six hours								
2. Vela Middle School will have all instructional staff complete the MobileMind professional development modules mandated by the district prior to the students starting school.								
3. Teachers will turn in certificates of completion to campus administration, who will then turn in certificates to central office administration.								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates

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Before instructional day 1, 100% of the instructional staff will be trained on how to use MobileMind	Administration, CIT	MobileMind District Resource	September 2025 - August 2026	Certificates of completion	improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations,	End Product of Certificates, informal observations, professional development exit surveys, Walkthroughs, TTESS Rubric		
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Action Steps

1. Vela Middle School will have all instructional staff complete individualized MobileMind professional development modules in areas in which the teacher feels they require additional support. Teachers will
2. Teachers will turn in certificates of completion to campus administration, who will then turn in certificates to central office administration.

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Goal Area 4:	Increase Staff Quality and Retention							
Annual Goal 2:	100% of teachers who request instructional support will get peer mentoring throughout the 2024-2024 school year.							
Objective 1:	For the CLL school year, 100% of the teachers in need of support will be Identified and paired up with an appropriate mentor							
Benchmark Dates	November 2025, February 2026, May 2026							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Teachers needing additional instructional or technological support will be identified by using the data from a Google Forms survey.	Administrators, CLL, CIT, Department Heads	Google Forms	September 2025 - August 2026	Use Google Form survey results to pair-up mentors and mentees.	Teachers will be provided with the appropriate support, thus improving through technology and instruction.	Observation feedback,		
Action Steps								
1. Conduct a survey using a Google Form that identifies the teachers in need of mentoring and their areas of need.								
2. Pair up mentors and mentees based on mentee's needs and mentor's strengths. Roles are interchangeable based on the area of need.								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Mentor and mentee will communicate on a weekly basis.	Administrators, CLL, mentor, and mentee	Communication log, Google Form	September 2025 - August 2026	One Drive/Google live collaborative working document. (Informal mentoring has been happening unofficially through department meetings and plannings, CLCs, grade level meetings, team meetings).	Observation feedback	T-TESEvaluations		
Action Steps								
1. Mentor and mentee will meet via Google Meet, TEAMS, or in person								
2. Completing One Drive/Google form that all parties involved can access.								

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Objective 2: During the 2025-2026 school year, Vela Middle School will have a peer to peer observation process in order to support teacher growth.

Benchmark Dates November 2025, February 2026, May 2026

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Administrators facilitate and support peer to peer observations.	Administration CLL	Master Schedule Teacher Specialties Assigned Lesson	September 2025 - August 2026	Peer Observation Schedules	Observation feedback, student growth	Observation logs		

Action Steps

- Administration will generate a list of teacher's strengths to use as reference for peer observations.
- Focus needs will be identified.
- Observations will be scheduled (By end of January create a virtual form).

4. Use Video Library to demonstrate teacher strengths

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Mentees will observe mentors present effective strategies.	Administration CLL Mentors	Evidence based strategies	September 2025 - August 2026	Lesson Plans	Walk-through evaluations feedback	Rubricic,		

Action Steps

- Show and Tell - Teachers with effective strategies will be highlighted during CLCs or Faculty Meetings.
- Mentees will observe recorded lessons provided by teachers with effective teaching abilities/strategies during CLC meetings or Use Teacher Videos
- Mentees will be presented with and take part of an effective strategy mock classroom provided by mentors.
- Mentors will upload instructional videos of their classes, of which mentees will have access to go in and observe.

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Goal Area 4:	Effective Staff Interview/Hiring Process
Annual Goal 3:	By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.
Objective 1:	By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Benchmark Dates November 2025, February 2026, May 2026

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Collecting and selecting Nominees for the interview committee by content and grade level.	Administration Interview committee	List of committee candidates by department Criteria for selecting committee members Admin CLL	September 2025 - August 2026	Committee list by department, Sign in sheet of committee members per interview.	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps

1. Creating a list of effective nominees for committee members by content
2. Choosing the committee members by content, to include one administrator, the content department head, the campus instructional coach, the partnering grade level teacher, a teacher from the same grade
3. Choose a group of students who will be part of a student committee that will offer feedback about the lessons that will be presented by the finalist.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Training the committee on the interview process/etiquette, confidentiality and ethical standards.	Administration	Training Manual for interview committees	September 2025 - August 2026	Sign in sheet, Training Agenda	Highly Qualified Interview committee	End of year New teacher evaluation results, NTI Mentor documentation		

Action Steps

1. Holding meetings to train Committee Members on the interview process/etiquette/ confidentiality, and ethical standards
2. Committee Members sign a confidentiality Oath
3. Create procedures in place for the interview process for committee members. The plan the committee has during all interviews

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Objective 2: By the end of the CLL school year, the current Vela Middle School Teacher Interview Questionnaire will be evaluated and updated to meet the current needs of the Campus.

Benchmark Dates November 2025, February 2026, May 2026

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
The Committee will analyze district and TASB criteria on interview questions along with analyzing campus needs to plan for possible interview questions.	Administration Interview Committee	District Questionnaire Criteria TASB Questionnaire Bank Campus Data on Teacher and Student Demographics	September 2025 - August 2026	Sign in sheet, Meeting Agenda	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps

1. The Committee will analyze district and TASB criteria when generating general and content based interview questions.
2. The committee will analyze campus data on teacher and student demographics to determine campus needs.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Analyze/Evaluate Current Questionnaire by interview committee and adjust/create to meet the campus needs of applicants.	Interview Committee Administration	Previous /Current Questionnaire/ Scoring System SBEC questions Newly Created Questionnaire District Questionnaire Criteria SBEC Questionnaire Bank	September 2025 - August 2026	Agenda Sheet, Sign in Sheet Completed and revised questionnaire	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps

1. Committee Members collaboratively analyze and evaluate the current new teacher hiring questionnaire and scoring rubric to determine its effectiveness on our current staffing needs

2. Adjust Current Questionnaire/scoring rubric based on analysis made on previous questionnaire and scoring process.

3. Add/Remove questions to fit current needs of vacancies on campus.

4. Approval from administration on adjustments of new questionnaire and scoring process.

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Objective 3:	By the end of the CLL School year, 100% of the new teacher candidates at Vela Middle School will be recommended for hire through a 4 step interview process.							
Benchmark Dates	November 2025, February 2026, May 2026							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Candidates will be screened by the interview committee.	Committee Candidates Administration Human Resources	Candidate Application Resume References Letters of recommendation	September 2025 - August 2026	Rubric Qualification Sheet	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		
Action Steps								
1. Principals will highlight campus extracurricular and state assessment achievements to attract highly qualified teachers and staff on social media, job fairs, and campus websites.								
2. Interview Committee will meet and gather all documentation for each candidate who is highly-qualified.								
3. All documentation will be evaluated by the interview committee. Documents include candidate application, resume, references, letters of recommendation. A scoring rubric/sheet will be used rate the can								
4. Candidates will be called for interviews from highest qualified score to lowest score.								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Selected Candidates will be interviewed by the selected interview committee	Administration Interview Committee	Set location Applicant documentation Questionnaire Scoring Rubric of Questionnaire/ Lesson	September 2025 - August 2026	Completed Scoring Rubric	Hiring of Highly Qualified Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		
Action Steps								
1. The interview committee will get a list of all applicants, and sort them based on current campus needs and highly qualified teacher status using a scoring system or list created by the campus committee.								
2. Interviews will be scheduled in a timely manner to ensure the participation of all committee members.								
3. Try to secure participation of the same committee members for interviewees of the same position.								

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Candidates selected in step 2, will present a practice lesson.	Administration Interview committee	Necessary equipment in the interview room/principals conference room for the lesson presentation. Lesson Topic Provided by Committee Lesson Plan provided by candidate	September 2025 - August 2026	Rated lesson using the Overall scoring Rubric	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps

1. Candidate will send a lesson plan prior to the practice lesson presentation, for review.
2. The practice lesson presented by the candidate, will be scored using the TTESS rubric, and will be recorded so that a group of students in the committee can view the video and offer feedback about the le
3. The score from the presented lesson will be added on to the interview rubric for a composite score.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
The highest scoring candidates will have a final interview with the campus principal. The campus principal will have the final decision for recommendation.	Campus Principal Interview Committee Human Resources	Scored Rubric Evaluation on Lesson Applicants Information Committee Recommendations	September 2025 - August 2026	Final Scored Rubric by Principal Completed Documentation of all steps performed in process	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps

1. Campus Principal Meets with interview committee to discuss finalists.
2. Principal Schedules final Interview with finalists.
3. Principal Makes final Recommendation to Central Office