Kennedy Middle School

Campus Improvement Plan

2025-2026

Submitted for Board Approval on September 2nd ,2025

Board Approved Date: ____*September 22nd, 2025*

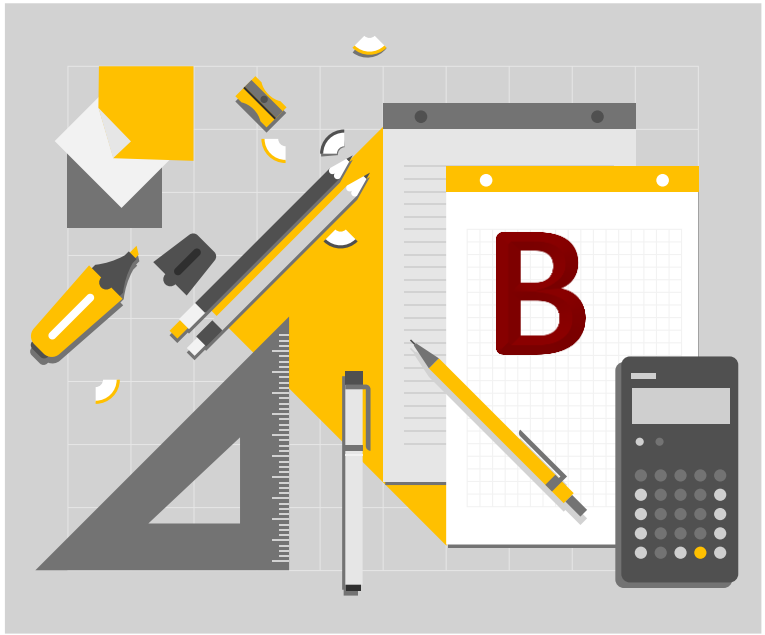
Vision

Kennedy Middle School will ensure that every student has an opportunity to maximize their full potential by providing a safe and nurturing environment where students can follow their academic goals and inspirations through innovative technology, multiliteracy opportunities, and extracurricular programs that will shape our students into becoming productive leaders of a global society.

Mission

At Kennedy Middle School our vision is that our students will be educated and inspired to acquire the values of respect and responsibility while ensuring that our students are college and career ready to become competitive global leaders.

Texas Accountability System



Retrieve on August 28, 2025 from: 2025 Accountability Overview

KENNEDY MIDDLE SCHOOL

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
Mr. 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
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Student Support Services
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

KENNEDY MIDDLE SCHOOL

Campus Executive Summary

Demographics:

Kennedy Middle School serves students from Pharr, Texas, who come from similar backgrounds and way of life.

The student body at Kennedy Middle School is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	LEP	Mig	ECD	GT
Count	298	238	89	237	8	515	33
Percent	55.6%	44.4%	16.6%	44.2%	1.5%	96.1%	6.2%

Student Performance:

Using preliminary student performance data, Kennedy Middle School has been rated a "B" campus by the state of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 46, Kennedy Middle School earned a grade of 77.

In Domain II, School Progress, Academic Growth (64) and Relative Performance (46) with an Eco Dis at a 96.7%, Kennedy Middle School earned a scale score of 90. Domain III, Closing the Gaps Domain, PSJA scale score was 88.

The overall 2025 Accountability Rating for Kennedy Middle School was a score of 89. In grades 6-8 all tested STAAR subjects and EOC assessments, PSJA ISD administered 1,296 tests which translates to over 99% participation for the 2024-2025 school year.

Executive Summary Continued

Student Performance:

For the 2025-2026 school year, the Student Performance goals are the following:

- The percentage of all students that score Meets grade level or above on STAAR Social Studies will increase from 31% to 34% by June 2026.
- The percentage of all students that score Meets grade level or above on STAAR Science will increase to 50% by June 2026.
- The percentage of all students that score Meets grade level or above on STAAR Reading and will increase to 51% by June 2026.
- The percentage of students who perform at Meets grade level or above on STAAR Mathematics will increase five percentage points
- by June 2026.
- The percentage of EB students scoring a composite score of Advanced high or improved by one composite level on the TELPAS will increase to 32% by June 2026.
- The ALL-student group will meet 100% of the ESSA Interim Goals for reading and mathematics in the Academic Growth by June 2026.
- The ALL-student group will meet 100% of the ESSA Interim Goals for reading and mathematics in the Academic Growth by June 2026.

Campus Educational Improvement Committee Members

Robert Elizondo	**Principal**
Rosalio Rodriguez	**6th grade Assistant Principal**
Alma Martinez	**7th grade Assistant Principal**
Christian Gonzalez	**8th grade Assistant Principal**
Sandra Garcia	**Collaborative Learning Leader**
Judy Marmolejo	**RLA Department head**
Araceli Cantu	**Math Department head**
Araceli Rodriguez	**Science Department head**
Cynthia Torres	**Social Studies Department head**
Samantha Lucio	**Electives Department head**
Antoinette Ornellas	**Special Education Department head**
Cyndi Pedraza	**Parental Involvement Coordinator**

2024-2025 STAAR

Texas Education Agency

2025 STAAR Performance

KENNEDY MIDDLE (108909046) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	485	482	166	163	1,296	
Approaches GL or Above	359	338	114	82	893	69%
Meets GL or Above	239	229	83	51	602	46%
Masters GL	127	110	34	27	298	23%
Total Percentage Points						138%
Component Score						**46**

Texas Education Agency
2025 Academic Growth
KENNEDY MIDDLE (108909046) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	**Points**	**Calculated**
Annual Growth Points Earned	579.0	1	579.00
Accelerated Learning Points Earned	87	0.25	21.75
Sum of Annual Growth plus Accelerated Learning Points			600.75
Total Tests Evaluated			935
Academic Growth Score			**64**

Annual Growth RLA and Math			
	Count	**Points**	**Calculated**
Tests Earning 0 Points	303	0	0
Tests Earning 0.5 Points	106	0.5	53.0
Tests Earning 1 Point	526	1	526
Annual Growth Points Earned			579.0
Total Tests Evaluated			935
Annual Growth Score			**62**

Accelerated Learning RLA and Math			
	Count	**Points**	**Calculated**
Tests Earning 0 Points	179	0	0
Tests Earning 1 Point	87	1	87
Accelerated Learning Points Earned			87
Total Tests Evaluated			266
Accelerated Learning Score			**33**

KENNEDY MIDDLE SCHOOL

Both Subjects

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	62	0.0	43	43.0	14	14.0	9	9.0	7	7.0	1	1.0	136	74.0
High Did Not Meet Grade Level	33	0.0	41	20.5	19	19.0	14	14.0	21	21.0	2	2.0	130	76.5
Low Approaches Grade Level	16	0.0	37	0.0	30	15.0	24	24.0	14	14.0	0	0.0	121	53.0
High Approaches Grade Level	9	0.0	12	0.0	16	0.0	35	17.5	49	49.0	9	9.0	130	75.5
Meets Grade Level	7	0.0	9	0.0	16	0.0	39	0.0	98	98.0	79	79.0	248	177.0
Masters Grade Level	0	0.0	0	0.0	2	0.0	4	0.0	41	0.0	123	123.0	170	123.0
Total	127	0.0	142	63.5	97	48.0	125	64.5	230	189.0	214	214.0	935	579.0

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	179	56	28	3	266	87

KENNEDY MIDDLE SCHOOL

Texas Education Agency

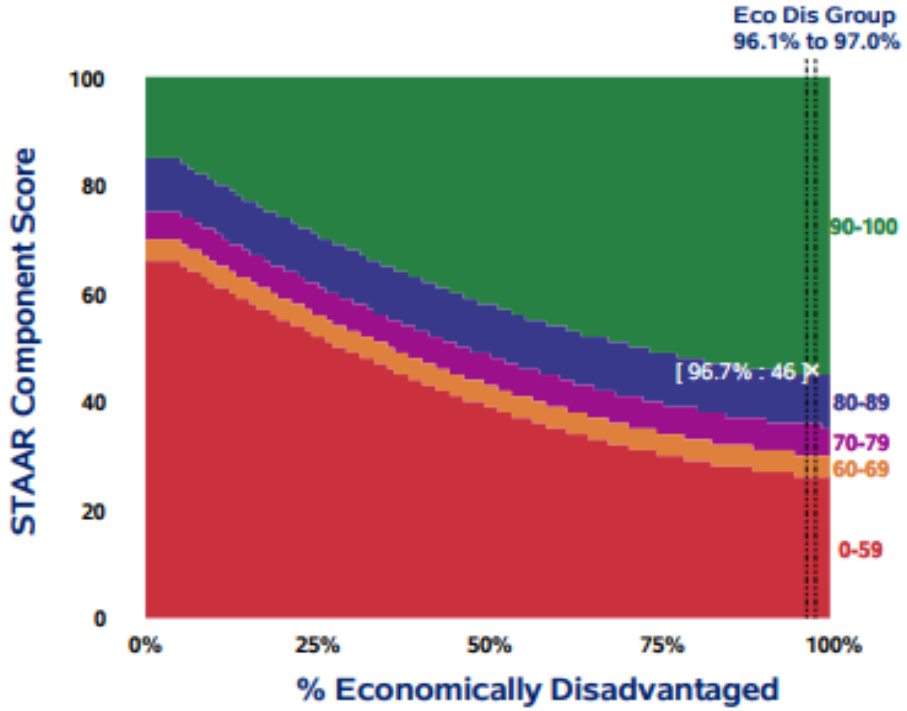
2025 Relative Performance

KENNEDY MIDDLE (108909046) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	96.7%	46	90
College, Career, and Military Readiness			
Relative Performance			**90**

	Middle School STAAR Scaled Score				
Economically Disadvantaged	30 to 59	60 to 69	70 to 79	80 to 89	✓ 90 to 100
94.1% to 95.0%	0	27	31	37	46
95.1% to 96.0%	0	27	31	37	46
96.1% to 97.0%	**0**	**27**	**31**	**37**	**46**
97.1% to 98.0%	0	27	31	37	46
98.1% to 99.0%	0	27	31	36	46



Texas Education Agency

2025 Closing the Gaps

KENNEDY MIDDLE (108909046) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	16	24	66.7	50.0%	33.4
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	7	12	58.3	10.0%	5.8
Closing the Gaps Score					**69**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**89**	**B**	
Student Achievement		**77**	**C**	**0%**
STAAR Performance	46	77		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**90**	**A**	**70%**
Academic Growth	64	75	C	
Relative Performance (Eco Dis: 96.7%)		90	A	✓
Closing the Gaps	**69**	**88**	**B**	**30%**


COLLEGE3
OUR VISION & MISSION
STUDENT OUTCOME GOALS
STRATEGIC PRIORITIES
EFFECTIVE TEACHING & LEARNING
SP 1
STUDENT SUPPORTS
SP 2
LEADERSHIP GROWTH
SP 3
FAMILY & COMMUNITY EMPOWERMENT
SP 4
STRATEGIC INITIATIVES
OUR PSJA FAMILY

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades 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.

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 **49%**.
- The **High Focus Student Group in ELA/Reading** at Meets Grade Level Standard or Above was at **49%**.
- The **Emergent Bilingual (Current) Student Group in ELA/Reading** at Meets Grade Level Standard or Above was at **39%**.
- The **Special Education (Current) Student Group in ELA/Reading** at Meets Grade Level Standard or Above was at **27%**.
- Progress in **TELPAS English Language Proficiency** dropped from **60% in 2024** to **44% in 2025**, signaling a need for stronger EB supports.
- **Cross-curricular reading and writing integration** must be reinforced across all grade levels to support comprehension and language development.
- **Professional development in reading and writing instruction** must be provided at all grade levels to address gaps in language acquisition and literacy.
- The **All-Student Group in Mathematics** at Meets Grade Level Standard or Above was at **48%**.
- The **High Focus Student Group in Mathematics** at Meets Grade Level Standard or Above was at **47%**.
- The **Emergent Bilingual (Current) Student Group in Mathematics** at Meets Grade Level Standard or Above was at **38%**.
- The **Special Education (Current) Student Group in Mathematics** at Meets Grade Level Standard or Above was at **35%**.
- Academic growth in **Mathematics** is at **65%**, meeting the target but showing limited acceleration from the previous year.
- **Elementary, Middle, and High School Reading, Writing, and Mathematics curricula** will be monitored for vertical alignment and effectiveness.
- The **All-Student Group in Student Success (STAAR Composite Score)** was at **46**, below the state target of 47.
- The **Masters Grade Level performance** was only **23%**, with especially low outcomes for **Emergent Bilingual (13%)** and **Special Education (4%)** students.
- **Interventions for struggling students** must be implemented earlier and monitored for impact.
- **Non-Economically Disadvantaged students** outperform **Economically Disadvantaged** peers (57% vs. 49% in Reading).
- **Gifted and Talented students** (91–94% Meets) significantly outperform all other groups, highlighting the need to scale best practices across classrooms.

***Annual Goal 1*:** The percentage of all students that score meets grade level or above on STAAR Social Studies will increase from 31% to 34% by June 2025.

Objective 1: The percentage of students performing at meets grade level or above on STAAR Social Studies will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1: Ensure consistent and rigorous implementation of the Social Studies curriculum through the use of CIF strategies, explicit academic vocabulary instruction, targeted interventions, student conferencing, and professional collaboration to support all learners, including Emergent Bilingual, Special Education, and Migrant students.

Timeline: September 2025- June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: 6th-8th grade Social Studies teachers, Content Assistant Principal, Principal, Collaborative Learning Leader
Action Steps:
1) All teachers will implement curriculum and integrate resources with fidelity to ensure high levels of learning.
2) All teachers will work together to incorporate tutoring and Social Studies academies throughout the school year.
3) Teachers will conference with students throughout the year to discuss goals and progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •IXL •State and local student data •Lowman Education •Tutoring Incentives •Tutoring •District created Social Studies booklets	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test

KENNEDY MIDDLE SCHOOL

***Annual Goal 2*:** The percentage of all students that score meets grade level or above on STAAR Science will increase from 65% by June 2025.

Objective 1: The percentage of students performing at meets grade level or above on STAAR Science will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1: Strengthen Science instruction through curriculum writing initiatives, explicit academic vocabulary development, real-world applications, and collaborative professional learning, supported by consistent progress monitoring and differentiated student interventions.

Timeline: September 2025- June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)
Action Steps:
1) Use progress monitoring tools like exit tickets and binders to promote academic vocabulary through interactive word walls (anchor charts and interactive notebooks. Provide after school tutoring based on performance data.
2) Use real-life applications to introduce concepts and set-up lab stations to encourage hands-on learning and team collaborations.
3) Collaboration with colleagues (lab, lessons, strategies, and applications).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •Science Labs •PSJA Approved Materials List •Interactive Notebooks /binders •Tutoring •Tutoring Incentives •I-Ready •State and local student data •Attend CAST workshop-Conference for the Advancement of Science •Attend Region I Annual South STEM Summit Conference	•Curriculum documents •Science Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization •Best Practices •Anchor charts •Strategies •ISN (journals)	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports / Projects / Labs •Participation and Engagement DMAC Data •Student work/samples •Student centered groups •Reflection	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic •DMAC Data •Teachermade/Classwork.com Data

***Annual Goal 3*:** The percentage of all students that score meets grade level or above on STAAR Mathematics will increase to 58% by June 2026.

Objective 1: The percentage of students performing at meets grade level or above on STAAR math 6-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1: Curriculum writing initiatives with in-person learning for Math based on needs assessment using data and trends will be executed.
Strategy 2: District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.
Strategy 3: Ongoing support for the implementation of Math Bluebonnet curriculum through CLCs.
Strategy 4: After Benchmark results, Teachers will implement targeted tutoring, pullouts, and academies and focus on student's skills to increase performance.

Timeline: September 2025- June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Content Assistant Principal, Math teachers, Special Education teachers, Math coordinator and specialist
Action Steps:
1) Implement RBIS /Bluebonnet Curriculum/High School Curriculum
2) Additional Math Resources available
3) Tutoring/Pull-outs/Academies

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS Resource System • Curriculum Templates/Calendar • Tutoring • State and local student data • IXL • Bluebonnet • Quizziz • Edulastic	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test • IXL Diagnostic Reports

***Annual Goal 4*:** The percentage of all students that score meets grade level or above on STAAR Reading and will increase from 48% (50% Reading,) in June 2025 to 52% by June 2026.

Objective 1: The percentage of students performing at meets grade level or above on STAAR reading/ will increase by following the standards-aligned guaranteed and viable curriculum.

Strategy 1: Implement targeted reading interventions and instructional practices to increase the percentage of students scoring at *Meets Grade Level or above* on STAAR Reading.
Timeline: September 2025- June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals,
Action Steps:
1. Implement RLA Curriculum
2. Teacher support in the implementation the RBIS
3.Tutoring/ Academies /Pull-outs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •District Curriculum •Templates/Calendar •I-Ready •State and local student data •IXL •Writing Resources •Reading Resources • After school, Saturday, Academies, Annotation, A.C.E. Writing Strategies, WICOR, & Close Reading •Tutoring Incentives •Chromebooks •Printshop • Individual Student Growth Plans •Tutoring Incentives	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization • I-Ready Reports • Tutoring Logs • Student Progress sheets	•Increased student engagement through incorporating culturally relevant texts and literacy activities aligned with STAAR reading standards during daily lessons •Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic (BOY,MOY, EOY)


COLLEGE3
OUR VISION & MISSION
STUDENT OUTCOME GOALS
STRATEGIC PRIORITIES
EFFECTIVE TEACHING & LEARNING
SP 1
STUDENT SUPPORTS
SP 2
LEADERSHIP GROWTH
SP 3
FAMILY & COMMUNITY EMPOWERMENT
SP 4
STRATEGIC INITIATIVES
OUR PSJA FAMILY

***Annual Goal 1*:** Our campus will increase the percentage of students scoring a composite score of Advanced High or improving one composite level on the TELPAS exam to 32% by June 2026

Objective 1: Implement targeted instructional strategies that integrate reading, writing, listening, and speaking across all content areas, including Fine Arts, PE, AVID, and Career/Technical courses, as measured by the official TELPAS results in Spring 2026.

Strategies:

- Integrate reading, writing, listening, and speaking opportunities into daily instruction across all classrooms (Choir, Drama, Dance, PE, Band, Orchestra, Art, AVID, and Architectural Design).
- Implement structured student reflection and feedback practices (peer reviews, written reflections, oral presentations, and discussion portfolios).
- Provide ongoing professional learning and support (AVID methodologies such as WICOR, CLC/PLC meetings, campus and district walkthroughs, instructional rounds, and coaching cycles).
- Strengthen curriculum implementation and monitoring through pacing guides, lesson internalization, and alignment checks with campus/district leadership teams.
- Increase opportunities for student academic discourse through collaborative discussions, debates, project critiques, and performance feedback.

Timeline: September 2025- June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals,
Action Steps:

1. Facilitate peer feedback rounds after performances, presentations, or group work (Choir, Band, Orchestra, Dance, PE, Drama, Architectural Design).
2. Require weekly journal reflections, goal writing, or vocabulary practice across fine arts and elective classrooms.
3. Integrate poem/lyrics/music/art/architectural analysis as reading and writing activities.
4. Incorporate oral presentations, daily discussion questions, and student-teacher feedback sessions.
5. Embed structured AVID strategies (WICOR) to promote writing, collaboration, inquiry, and organization.
6. Provide district- and campus-level walkthroughs and instructional monitoring to ensure consistent implementation.
7. Offer specialized AVID and curriculum training to teachers and track implementation through collaborative learning communities.
8. Assign critical thinking questions, article readings, and short written reflections in PE, Dance, Art, and Architecture to strengthen literacy connections

KENNEDY MIDDLE SCHOOL

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Music literature • Poetry • Scripts • Art history resources • Architectural drawings • CAD software • PE/health articles • PSJA LIFE • AVID training materials • Pacing guides • Lesson plans • District curriculum • I-Ready • Lexia • Power Up • Blooket • Curipod • Google Classroom • Laptops • Newline • YouTube	• Lesson plans • Pacing guides • Student journals • Annotated lyrics/artwork/scripts • Reflective summaries • Oral presentations • Walkthrough documents • Instructional rounds • Collaborative learning community (CLC) meetings • Training agendas • Student discussion portfolios • Project critiques	• Student achievement gains on TELPAS • Student achievement gains on STAAR/EOC • Benchmark scores (BM1/BM2) • I-Ready diagnostics • Vocabulary score growth • Student growth measures (SGMs) • Increases in student performance growth across fine arts and electives	• Formative assessments • Classroom walkthrough data • Student recordings/portfolios • Benchmark data • Internalization checks • Pre/post-tests • Collaborative feedback from CLC/PLC meetings

***Annual Goal 2*:** Special education students achieving at the meets level or above will increase from 26% to 29% in Reading and students achieving at meets level or above in Math will increase from 31% to 34% as measured by 2026 STAAR Reading and Math Assessments.

Objective 1: The percent of students scoring at the meets level will increase 1% quarterly as measured by benchmarks.

Strategy 1: Campus level monitoring of the progress of special education students will be done immediately following each Benchmark assessment.

Timeline: September 2025- June 2026

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

Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals

Action Steps:

1. Special pop groups data will be reviewed following each district-level Benchmark for progress toward meeting state standards at Meets Grade Level Standard or above.
2. Professional development training on data analysis will be provided for campus departments.
3. All teachers will be required to follow the modifications/accommodations for the special education students in their classroom

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Benchmark-LEXIA •Study Sync •IXL •IReady	•Curriculum documents •Lesson plans • DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Reports •Walk-through feedback •Individual Student Growth Plans Collaborative Learning Leader [CLL] agendas •Lesson Internalization • I-Ready Reports	• Students in subgroups will make progress towards closing the achievement gap. •Student Achievement (SPED) gains on Meets performance •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic (BOY,MOY, EOY)

Strategy 2: Data will be used to inform tutorial lessons and to identify skills that will be retaught using supplemental aids and applicable resources that correspond with student's IEPs

Timeline: September 2025- June 2026

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

Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals

Action Steps:

1. Data will be used to inform tutorial lessons and to identify spiraled skills and concepts
2. Data will be used to identify students in need of extended learning opportunities.
3. All teachers will be required to track SPED student progress and meet with students after each Benchmark

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Benchmark-LEXIA •Unit/Benchmark Assessments •Study Sync •IXL •IReady	•Curriculum documents •Lesson plans • DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Reports •Walk-through feedback •Individual Student Growth Plans Collaborative Learning Leader [CLL] agendas •Lesson Internalization • I-Ready Reports	• Students in subgroups will make progress towards closing the achievement gap. •Unit/Benchmark Assessments increase in performance	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic (BOY,MOY, EOY)



***Annual Goal 1*:** The percentage of highly qualified teachers will remain at 100% by the end of June 2026.

Objective 1: Maintain 100% of teaching staff as highly qualified through continuous professional development, coaching, and retention support.

Strategy 1: Provide support and training to ensure all teachers maintain highly qualified status and demonstrate effective instructional strategies.
Timeline: September 2025- June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals,
Action Steps:
1. Implement district approved curriculum
2. Teacher support in the implementation of instructional strategies
3.Provide intentional PD, planning time, and modeling to strengthen instructional strategies

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TXCEE •T-TESS •Professional Development system •Walkthroughs •District curriculum •TIA	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization • I-Ready Reports • Tutoring Logs • Student Progress sheets	•Increased retention •Growth in SGMs •Vertical alignment •Student centered instruction •Improved T-TESS ratings •Teachers model instructional strategies	•Walkthrough data •Unannounced evaluations •Announced evaluations •Summative evaluation •Pre & Post conferences •TTESS goals •STAAR data


COLLEGE3
OUR VISION & MISSION
STUDENT OUTCOME GOALS
STRATEGIC PRIORITIES
EFFECTIVE TEACHING & LEARNING
SP 1
STUDENT SUPPORTS
SP 2
LEADERSHIP GROWTH
SP 3
FAMILY & COMMUNITY EMPOWERMENT
SP 4
STRATEGIC INITIATIVES
OUR PSJA FAMILY

Focus Area: Family and Community Involvement

***Annual Goal 1*:** Provide opportunities for community involvement from families, businesses, and other community stakeholders.

Objective 1: Parent Orientations Meetings on Various Topics Accountability Goals, School Culture and Climate, District and Campus Events

Strategy 1: Parent meetings geared toward knowledge of standardized testing and other campus related information

Timeline: September 2025- June 2026

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

Persons Responsible: Campus Principal & Assistant Principals, Parent Educator, Counselors, Teachers

Action Steps:

1. Celebration Committee will meet every six weeks to calendar events
2. Campus Public Relations Person and Admin will send out messages
3. Parent Educator will assist with sign in sheets and participation

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Title 1 Funds •Social Media • Blackboard Messaging	•Sign In Sheets •Meeting Agendas • Telephone Logs	• Parent Surveys •Improved Attendance •Photographs and Videos of Events	•Updates after events

Focus Area: Safety and Student Attendance

Objective 1: Increase and maintaining student attendance of above district goal of 94%

Strategy 1: Increase awareness of safety and emergency response plans to campus stakeholders

Timeline: September 2025- June 2026

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

Persons Responsible: Campus Principal & Assistant Principals, Counselors, Teachers, Health Service Department District Safety Department

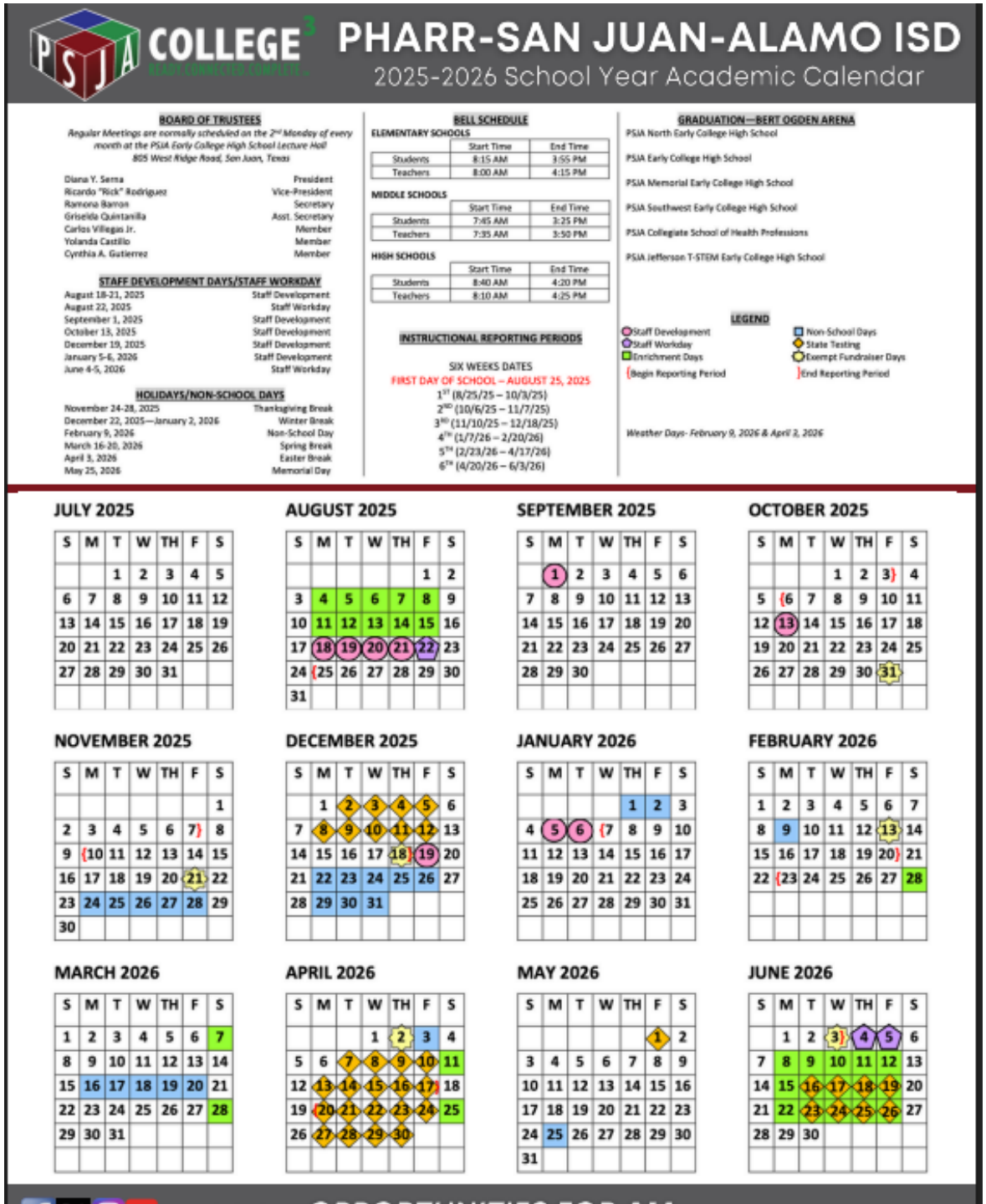
Action Steps:

1. The Emergency Response Plan/Team will be revised and communicated to campus stakeholders
2. Training for staff on managing students for each respective standard response
3. Successful response and documentation during state required drills

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training videos provided by Health Services and Safety Department •Presentations during Campus Meetings	•Sign In Sheets •Meeting Agendas • Safety Drills Recorded on Drill Tracker App	• Time is recorded for each safety drill •School is knowledgeable in case of real emergency	•Updates after events •Data Analysis of tracked drill completion time

Professional Development

KENNEDY MIDDLE SCHOOL



COLLEGE 3
READY. CONNECTED. COMPLETE.

PHARR-SAN JUAN-ALAMO ISD

2025-2026 School Year Academic Calendar

BOARD OF TRUSTEES

Regular Meetings are normally scheduled on the 2nd Monday of every month at the PSJA Early College High School Lecture Hall 805 West Ridge Road, San Juan, Texas

Diana Y. Serna	President
Ricardo "Rick" Rodriguez	Vice-President
Ramona Barron	Secretary
Griselda Quintanilla	Asst. Secretary
Carlos Villegas Jr.	Member
Yolanda Castillo	Member
Cynthia A. Gutierrez	Member

STAFF DEVELOPMENT DAYS/STAFF WORKDAY

August 18-21, 2025	Staff Development
August 22, 2025	Staff Workday
September 1, 2025	Staff Development
October 13, 2025	Staff Development
December 19, 2025	Staff Development
January 5-6, 2026	Staff Development
June 4-5, 2026	Staff Workday

HOLIDAYS/NON-SCHOOL DAYS

November 24-28, 2025	Thanksgiving Break
December 22, 2025—January 2, 2026	Winter Break
February 9, 2026	Non-School Day
March 16-20, 2026	Spring Break
April 3, 2026	Easter Break
May 25, 2026	Memorial Day

BELL SCHEDULE

ELEMENTARY SCHOOLS

	Start Time	End Time
Students	8:15 AM	3:55 PM
Teachers	8:00 AM	4:15 PM

MIDDLE SCHOOLS

	Start Time	End Time
Students	7:45 AM	3:25 PM
Teachers	7:35 AM	3:50 PM

HIGH SCHOOLS

	Start Time	End Time
Students	8:40 AM	4:20 PM
Teachers	8:10 AM	4:25 PM

INSTRUCTIONAL REPORTING PERIODS

SIX WEEKS DATES

FIRST DAY OF SCHOOL – AUGUST 25, 2025

1ST (8/25/25 – 10/3/25)
2ND (10/6/25 – 11/7/25)
3RD (11/10/25 – 12/18/25)
4TH (1/7/26 – 2/20/26)
5TH (2/23/26 – 4/17/26)
6TH (4/20/26 – 6/3/26)

GRADUATION—BERT OGDEN ARENA

PSJA North Early College High School

PSJA Early College High School

PSJA Memorial Early College High School

PSJA Southwest Early College High School

PSJA Collegiate School of Health Professions

PSJA Jefferson T-STEM Early College High School

LEGEND

Staff Development
Staff Workday
Enrichment Days
{Begin Reporting Period
Non-School Days
State Testing
Exempt Fundraiser Days
}End Reporting Period

Weather Days- February 9, 2026 & April 3, 2026

JULY 2025

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2025

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	{25	26	27	28	29	30
31						

SEPTEMBER 2025

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2025

S	M	T	W	TH	F	S
			1	2	3}	4
5	{6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7}	8
9	{10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2025

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18}	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2026

S	M	T	W	TH	F	S
				1	2	3
4	5	6	{7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20}	21
22	{23	24	25	26	27	28

MARCH 2026

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2026

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	{20	21	22	23	24	25
26	27	28	29	30		

MAY 2026

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2026

S	M	T	W	TH	F	S
	1	2	3}	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

COLLEGE 3
READY. CONNECTED. COMPLETE.

KENNEDY MIDDLE SCHOOL

DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Monday, August 18, 2025	Campus-Based: Analysis of data documents, campus goals, initiatives, and Campus Improvement Plan	Razorback Staff	Principal/ Leadership Team	Kennedy Middle School	384899 Pre-registered	8:00 – 4:00
Tuesday, August 19, 2025	**District Convocation**	**All District Staff**	**Dr. Elias, District Superintendent/District Staff**	**Bert Ogden Arena Edinburg, TX**		**8:00 – 11:30**
	Science Gizmos Training	All Science Teachers	Gizmos / Explore Learning	PSJA Southwest HS Fine Arts Area	375091	1:00 – 4:00
	iReady Professional Learning	All RLA Teachers	iReady	Austin Middle School 6th Grade: Rm. 516 7th Grade: Rm. 519 8th Grade: Library	381169	1:00 – 4:00
	IXL Professional Learning	All Math Teachers	IXL	LBJ Middle School	377896	1:00 – 4:00
	IXL Professional Learning	All Social Studies Teachers	IXL	Audie Murphy Middle School	380071	1:00 – 4:00
Wednesday, August 20, 2025	**Middle School Best Practices Conference**	**Middle School Staff**	**Content Coordinators/ Specialists, Curriculum Writers, and District Staff**	**Raul Yzaguirre Middle School**	Pre-registered	8:00 – 4:00
	Fine Arts Policies and Procedures	All Fine Arts Teachers	Jon Taylor	PSJA North ECHS	375219	8:00 – 4:00
	PE Policies and Procedures	All PE Teachers	Arturo De Hoyos	Kennedy Middle School	364790	8:00 – 4:00
Thursday, August 21, 2025	Campus-Based: T-TESS Overview AM United Way & Risk Management PM	Razorback Staff	Principal/ Leadership Team	Kennedy Middle School	384901 Pre-registered	8:00 – 4:00
Friday August 22, 2025	Workday					

KENNEDY MIDDLE SCHOOL

Monday, September 1, 2025					
SESSION	**AUDIENCE**	**PRESENTER**	**LOCATION**	**SESSION #**	**TIME**
Safe & Sound Science: TEA Safety + Rollout Launch	All Science Teachers	Jessica Moore and Yomara Garcia	J. Vela Middle School Library	386224	8:00 – 11:30
RLA RBIS	All RLA Teachers	Kimberly Ortega Laura Salinas Elizabeth Garza Nalleli Alvarado	Napper Gym	383367	8:00-4:00
Maximizing Math Success: Blended Learning with Mathia	All Math Teachers	Carnegie Learning: Mathia	Austin Middle School Library and Computer Labs	384746	**8:00-11:30** (Group 1 – Vela, Murphy, Austin, Escalante) **12:30 – 4:00** (Group 2 – Liberty, RYMS, LBJ, Kennedy)
From Curriculum to Classroom: Collaborative Strategies in Social Studies	All Social Studies Teachers	Vanessa Garza	RYMS	386177	8:00-11:30
Monitoring Student Growth	Fine Arts Teachers	Jon Taylor	PSJA Southwest Fine Arts Area	386230	12:30 –4:00
Collaborative Learning Community – Sharing Best Practices	AP Spanish Teachers	Michael Murray-Carreon	RYMS	385819	8:00 – 11:30
UIL Coordinators' Meeting	UIL Coordinators	Michael Murray-Carreon	RYMS	385821	12:30 – 4:00
Updates of the new curriculum and Updating the Scope and Sequence	PE Teachers	Arturo De Hoyos	Kennedy MS	386384	8:00 – 4:00
Librarian Workshop	Librarians	Amy Marquez	CCTA Star Room		1:00 – 4:00