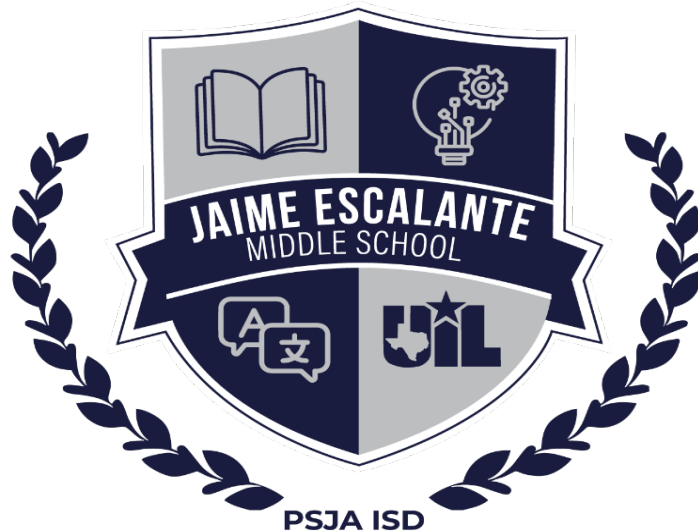




**PHARR-SAN JUAN-ALAMO**  
Independent School District

# Jaime Escalante

## Middle School



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

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2025-2026 Campus Improvement Plan

Submitted for Board Approval on Tuesday, September 16, 2025

*Board Approved Date: Monday, September 22, 2025*

## **District Vision**

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

## **District Mission**

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

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

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

## **Campus Vision**

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

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

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

## School Board Members and Superintendent's Cabinet 2025-2026

**Superintendent of Schools - Dr. Alejandro Elias**

<b>Superintendent's Cabinet</b>		<b>School Board Members</b>	
Ranulfo Marquez	Assistant Superintendent for Academics	Diana Serna	President
Rebecca Gonzalez	Assistant Superintendent for Finance	Ricardo Rodriguez	Vice-President
Dr. Rebecca Garza	Assistant Superintendent for Human Resources	Ramona Barron	Secretary
Dr. Orlando Noyola	Assistant Superintendent for Student Services	Griselda Quintanilla	Asst. Secretary
Dr. Lauro Davalos	Assistant Superintendent for Technology	Yolanda Castillo	Member
Rafael Gonzalez	Assistant Superintendent for Operations	Cynthia Gutierrez	Member
		Carlos Villegas, Jr.	Member

# CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS 2025-2026

**Raymundo Monrreal - Principal**

**Marisa Cavazos- Dean of Instruction**

**Federico Trevino- Assistant Principal**

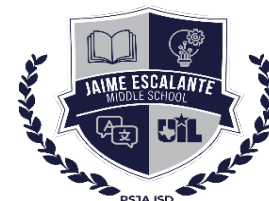
**Hilda Gonzalez - Assistant Principal**

<b>Teachers</b>		<b>Non-Teaching Professionals</b>	
Abigail Santa Maria	Bilingual/ESL	Veronica Garza	Counselor
Erica Villagomez	Math	Shirley Villescas	Counselor
Gabriela Perez	SS	Laura Cortez	Liaison
Alaina Monroy	SLA	Maria Hernandez	Librarian
Claudia Ibarra	SPED	Amparo Lara	Secretary
Salome Benitez	Science	Jose Rodriguez	Campus Instructional Technologist
Jennifer Martinez	Electives/Fine Arts		
Myriam Cortez	RLA	<b>Parents</b>	
Noemi Castillo	Collaborative Learning Leader	Maria Tenorio	
		<b>Community/Business Member</b>	
		Gabriela Sanchez de Pro	



Executive Summary  
Campus Improvement Plan: School Year 2025 - 2026

**Campus Name:** Jaime Escalante Middle School



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

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

**Demographic Summary:**

The current enrollment of Jaime Escalante Middle School as of August 2025 is **509** students. The student population consists of **99.4% Hispanics**, **.4% White**, **0.0% Black**, **.2% Asian** and **0.0% Am Indian/Alaskan**. Our students represent **low socio-economic status** of approximately **97.6%** with **2.8% migrant** students and a negligible percentage of mobility. Approximately **21.4%** of our student population receive **special education** services, while **.05%** receive accommodations under **504**. Our **Gifted and Talented** population accounts for approximately **7.7%** of our student population. The **bilingual** population is approximately **47%** where most of the students' home language is Spanish. The **attendance rate** for the campus has consistently maintained between **91.03%**. Most of our students live in South Pharr area and the neighborhoods which encircle our campus. We currently have **16** students who **transfer** into Jaime Escalante from various zones out of district.

## Comprehensive Needs Assessment Summary:

Jaime Escalante Middle School received an overall grade of **83 out of 100 "B"** based on performance in three different areas, or domains on the 2024 Accountability Report. In the Student Achievement domain our campus earned a **75**, which shows how much students know and can do at the end of the school year. The School Progress domain, **87** for Jaime Escalante, shows how students perform over time and how that growth compares to similar schools. Jaime Escalante scored **75** in Closing the Gap, the domain shows how well different student groups within a school are performing.

## Curriculum / Instruction and Assessment:

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

- Curriculum and instruction are aligned and state standards that include college - and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g. 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling).
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.

- Technology will be used to enhance student learning. Technology will allow students and teachers to collaborate with each other and provide feedback. Instructional programs such as iReady, Savvas, Study Sync, IXL, Summit k-12, Carnegie-Bluebonnet, and additional approved supports will be used as additional support. Online learning platforms such as Google Classroom will be used on a regular basis to house student work.

## Summary of Goals:

Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by at least 10 points in all subject areas and subgroups. Each grade level will show a 7 points increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5 point increase in Domain I Scaled Score, a 13 point increase in Domain II: Part A Scaled Score, and 15 point increase in Domain III Scaled Scores. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of parents will have the opportunity to participate in school events and engagement activities. Jaime Escalante will continue to partner with community stakeholders to ensure student/campus success.

\_\_\_\_\_  
\_\_\_\_\_  
Principal  
Teacher Leader

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Parent

## Comprehensive Needs Assessment

Data Sources Examined
2025 STAAR Results 2025 TELPAS Results Composite Ratings 2025 TELPAS Results ( <b>Reading, Listening, Speaking, Writing</b> ) 2025 Accountability Summary Reports PEIMS Data (attendance records, discipline records, grades) District Unit Assessment Data Benchmark District Assessments

Prioritized Needs	
Needs	Data Source
<b>Achieve EB growth performance in TELPAS by reaching the Long-term Target Score of 36% composite growth.</b>	2025 TELPAS Results, 2025 Accountability Summary Reports, PEIMS Data, Benchmark District Assessments, District Mini Assessments
<b>Increase ALL student group Domain III Math growth performance from a 51% not meeting the interim target score, to a 76% meeting the Next Interim Target Score.</b>	2025 STAAR Results, 2025 TELPAS Results, 2025 Accountability Summary Reports, Benchmark District Assessment, District Mini Assessments
<b>Increase ALL studentgroup Domain III RLA growth from surpassing the Interim Target score of 63, to meeting the Next Interim Target score of 73% growth.</b>	2025 STAAR Results, 2025 TELPAS Results, 2025 Accountability Summary Reports, Benchmark District Assessment, District Mini Assessments
<b>To increase attendance performance to meet the district goal of 94%</b>	PEIMS Data Reports

## Achievement Summary

2025 Accountability Summary Reports-Preliminary  
 PEIMS Data (attendance records, discipline records, grades)  
 Benchmark EOY District Assessments

### STAAR/EOY Benchmarks Data

Grade Level	Content	Approaches	Meets	Masters
<b>6th</b>	Math	77%	41%	21%
	RLA	77%	55%	28%
	Science EOY	56%	43%	19%
	Social Studies EOY	57%	32%	14%
<b>7th</b>	Math	25%	11%	1%
	RLA	75%	56%	21%
	Science EOY	39%	4%	2%
	Social Studies EOY	46%	24%	13%
<b>8th</b>	Math	68%	38%	13%
	Algebra	100%	93%	80%
	RLA	73%	47%	19%
	Science	69%	47%	14%
	Social Studies	48%	25%	13%

### Attendance Rates

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



<b>Goal Area 1:</b>	Effective Teaching and Learning						
<b>Annual Goal:</b>	Student group performance will improve a Proficiency Level on STAAR assessments by spring 2026 .						
<b>Objective 1:</b>	All student group/subgroups will meet Domain III Target Growth in 2025-2026 STAAR testing performance by increasing a proficiency level.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Incorporate Differentiated Instructional Strategies into the learning opportunities: Sheltered Instruction Observation Protocol, English Language Proficiency Standards and Cooperative Learning	-Teachers -CLL -Administration -CIT	-District Curriculum -Lead4ward Resources -Lesson Plan Template -DMAC Reports -DOK Guides -Sentence STEMs -Google Classroom -RSSP_RBIS -CIF -Big "Buck" of Strategies -Bluebonnet -Study Sync -IXL	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Student achievement gains on the STAAR - TELPAS achievement gains -Increased reading level -Increased fluency of English Language -# of vocab. words increases -text complexity	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds Up Funds Gear
<b>Action Steps</b>							
1. Teachers will implement new protocols / strategies given that will include, but not limited to, CIF strategies (3 Color Review, Back-to-Back, Annotate for Someone Else)							
2. Utilize TELPAS Data and instructional practices aligned to the four TELPAS domains.							
3. Professional Development that will target specific researched based instructional strategies focused on differentiation							
4. Build a library of in-house instructional videos featuring teachers demonstrating their use of differentiated instructional strategies							
5. Teachers will select 2-3 technology platforms to embed differentiated instruction.							
6. Teachers in 6th & 7th grade will be utilizing the RSSP_RBIS (Conceptual & Procedural, Depth of Key Concepts, Coherence of Key Concepts, and Productive Struggle) strategies through Bluebonnet (headphones, math manipulatives, etc..)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Intentional Flexible Grouping will be incorporated to support differentiation to provide better targeted instruction as well as personalized learning	-Teachers -CLL -Administration -CIT	-District Curriculum -Lead4ward Resources -Lesson Plan Template -DMAC Reports -Seating Chart -Collaboration Technology -Big "Buck" of Strategies -Google Classroom -Newline -TCMPC	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Seating Chart -DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Student achievement gains on the STAAR - TELPAS achievement gains -Increased reading level -Increased fluency of English Language -# of vocab. words increases -text complexity -increased engagement	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds Up Funds Gear
<b>Action Steps</b>							
1.Data dives will be conducted collaboratively in order to be informed on creating the intentional groupings to personalize student learning							
2. Create 2 to 3 groupings specific to the type of lesson designed (i.e.: project-based learning, inquiry-based learning, etc.)							
3. Teachers will work on designing lessons for flexible grouping							
4. Adoption of the Growth Mindset to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts), leading to putting more energy into learning.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Graphic organizers will be built into lessons to process new learning, for retrieval practice and to make lessons accessible to more students	-Teachers -CLL -Administration -CIT	-District Curriculum -Lead4ward Resources -Lesson Plan Template -Graphic Organizers -Sentence STEMs -Big "Buck" of Strategies -Google Classroom -Newline -TCMPC	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Student Work -Informal/Formal Assessment -Walk-through feedback -Lesson Plans	-Student achievement gains on the STAAR - TELPAS achievement gains -More fluidity with compare/contrast -increased retention of new content -deeper connections to content	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds Up Funds Gear
<b>Action Steps</b>							
1. Select specific graphic organizers to incorporate into the lessons that will be delivered.							
2. Lesson planning to weave in graphic organizers / mind maps in order to support brain-based learning strategies.							
3. Reflect on the retrieval practice of the various graphic organizers to ensure that students learn and retain information more effectively							

<b>Goal Area 1:</b>	Effective Teaching and Learning						
<b>Annual Goal:</b>	The focus on Literacy will increase the opportunities for students to spend on Reading and Writing, thus impacting reading comprehension which will impact the percentage of students showing growth in their Reading STAAR						
<b>Objective 2:</b>	Beginning August 2025, Escalante will continue implementing the Literacy Initiative practice, in all classrooms, in order to increase the percentage of students reading at/above grade level targets when tested through AR May 2026 testing .						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Through Close Reading, students will be encouraged to slow down, engage with the text in different ways and reflect as they read	-Teachers -Administration -CLL	-District Curriculum -iReady -IXL D5-Mathia -Savvas -StudySync -LEXIA -Lead4ward Resources -CIF -TCMPC	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Walk-through feedback -Lesson Plans -Student Exemplar Work Samples -Interactive Student Notebooks -Creation of "Thought Capturers"	students are able to: -examine the deep structures of text -make connections and uncover deep layers of meaning -are reflecting on the meaning of individual words -monitoring and assessing their thinking	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title III Gear Up Funds
Action Steps							
1. Teacher needs to take stories from curriculum and make them close reading ready and create a "Thought Capturer" for each text to be read							
2. Teacher will model the "Read Aloud" and "Think Aloud" in order for students to be able to engage with more complex text							
3. Teachers will implement new protocols / strategies given that will include, but not limited to, CIF strategies (3 Color Review, Back-to-Back, Annotate for Someone Else)							
4. Professional Development that will specifically target close reading strategies inclusive of using the graphic organizer "Thought Capturer"							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Writing Across Contents: Students will develop their ideas, their critical thinking ability and their writing skills in order to enable students to experiment every day with written language and increase their fluency and mastery of written conventions	-Teachers -Administration -CLL -CIT	-District Curriculum -iReady -IXL -Savvas -StudySync -LEXIA -Lead4ward Resources -CIF -RSSP-RBIS -Newline	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Walk-through feedback -Lesson Plans -Student Exemplar Work Samples -Interactive Student Notebooks -CLC sharing of Lesson Plans and Writing Topic/Assignment	-the writer is able to show he/she is in charge (of content, voice, and structure) - the writer better understands ideas -the writer explores with his/her writing and personally engages in what they are reading and writing showing the connection of the two contents	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I #1, #2, #4, #8 -Local Funds Up Funds Gear
Action Steps							
1. Teachers will ensure that relevant writing opportunities are embedded into the daily learning targets and will highlight this in the lesson plans							
2. Teachers will give feedback for growth and post the best responses for all students to see and to use as mentor text							
3. CLC Learning Topic where teachers will get training on embedding Writing opportunities into their daily lessons							
4. Teachers will assign topics through virtual platforms that allow students to write or voice their responses.							
5. Through the use of CIF and RSSP-RBIS strategies, teachers will incorporated intentional, higher order thinking writing in their classrooms.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement Library Initiatives: "One Book" "You've Been Booked" Renaissance Learning AR & STAR Professional Reading for Leisure & Professional Development	-Librarian -Teachers -Administration -CLL -Paraprofessionals	-Epic -Quill	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Renaissance reports -MyOn reports -AR Reader of the Six Weeks -Library Calendar	-AR Reader of the Six Weeks Display on site or on social media	-Renaissance STAR testing -Renaissance AR testing -Book Reports/Presentations Book Discussions	-Title I -Title II -Special Ed & Bilingual Funds -Migrant Funds Up Funds Gear
Action Steps							
1. <b>One Book, One School:</b> Selecting one book that represents current socio-cultural issues and/or themes that can be shared, read, and discussed with the entire school community.							
2. <b>You've Been Booked:</b> Rotation of selected picture books to share and model read-aloud practices to engage students who read at or below reading level.							
3. <b>Beanstack:</b> Observe student points accumulated and identify themes that students are interested in reading. Monitor reading fluency.							
4. Selecting books for professionals to form a <b>Professional Book Club</b> that focuses on the reflection and implementation of best practices in the virtual or face-to-face classroom. Teachers may also display their current reading selections by posting a flier on their classroom doors that can be changed weekly or monthly.							

<b>Goal Area 1:</b>	Effective Teaching and Learning						
<b>Annual Goal:</b>	100% of the teachers will plan collaboratively on Objective Driven and Data Responsive Lesson Internalization						
<b>Objective 3:</b>	100% of the teachers will use the district provided resources to intentionally plan using relative data and responding to the data when setting up the teaching and learning platform						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Intentional Objective Driven and Data Responsive Lesson Plans will be produced	-Teachers -Administration -CLL	-Lesson Plan Template -Lesson Cycle Guide -District Curriculum -Lead4ward Resources -Data Tracker -Unpacked Assessments -Unpacked TEKS -TCMPC	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Exemplar Lesson Plans -Language and Content Objectives displayed -Students are using the language of the objectives -Balance of students interacting through Speaking, Listening, Writing, & Reading -Teachers unpacking TEKS and Specificities	-Intentional instruction aligned to assessment expectations -Targeted Standards/TEKS will show growth through assessments -Students will be able to better goal set from better understanding the	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds Up Funds Gear
<b>Action Steps</b>							
1. Teachers will refer to their Student Growth Tracker, unpacked assessments, deconstructed Content Standards and Language Objectives when planning the lesson delivery							
2. Intentional Objective Driven Lesson Planning/Internalization Training will be conducted during CLC							
3. Teachers will all post the objectives for each lesson in a central location where all teachers can see what each content is focused on for that day as well as begin each class period going over the objectives with the students							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
CLL, Dept. Heads and Administrators will review and give lesson plan feedback to ensure CIP goals and strategies are embedded into the teaching and learning lesson cycle	-CLL -Department Chairs -Administration	-Lesson Plans -Lesson Plan Feedback form -District Curriculum -Lesson Plan Folder -Field Guides	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Exemplar Lesson Plans -Lesson Plan Feedback form -OneDrive Folder -Calendar	-Teachers will personalize lesson plans with details and targeted specificities -Teachers will better be able to reflect on impact of lesson and student achievement of the new concept/skill	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds H5
<b>Action Steps</b>							
1. A feedback walkthrough form will be released to teachers after an observation for ongoing feedback on their lesson delivery.							
2. Teachers will have an opportunity to share/showcase best practice lesson plans during CLC where they will get feedback from colleagues as well as participants getting ideas on fine tuning their lessons.							
3. OneDrive folder will be created for the managing and submission of lesson artifacts in order to better access and collaborate around the posted lessons							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Use assessment data to drive the planning for the intentional additional support that will be planned for all students needing to master specific TEKS	-Teachers -Administration -CLL	-Lesson Plans -DMAC Reports -Cambium Reports -Progress Monitoring -Classroom Data Tracker -Individual Student Progress -Benchmark I & II -Acadmy list	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-DMAC Reports -Campus Performance Review -Student Progress Monitoring -Lesson Plans -Tutoring List -Data Tacker with Comments	-Academic Achievement increase -Academic Growth and Understanding for Sub Pop groups -Classroom evidence of the increase use of Differentiation	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I #1, #2, #4, #8 -Local funds -Special Ed & Bilingual Funds -Migrant Funds -SCE Funds
<b>Action Steps</b>							
1. Data gathering and disaggregation before and after assessment data is available in order to create and monitor Data Trackers that will inform interventions and progress							
2. Intentional Targeted Academies responding to assessment data targeted students and target skills needing							
3. Intentional lesson internalization for targeting the skills that students can build on and for those frequently tested.							
4. Teachers will receive and review Data Analyzed by administration that will include strengths and Areas of Need.							

<b>Goal Area 3:</b>	Student Support: Safe Spaces and Mental Health Support						
<b>Annual Goal:</b>	To create a Safe and Positive School Culture and Climate for every student						
<b>Objective 1:</b>	Provide a school environment that promotes wellness for its students 100% of the time and yields increased attendance and higher academic achievement.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
JEMS throughout the year will build a positive culture and climate, ultimately achieving a healthy organization through recognizing potential threats that are making students or staff feel unsafe and removing them and rewarding high achievers.	-Teachers -Counselors -PR Representative -CLL -Administration -CIT	-Surveys -School Uniforms	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Survey Results -Calendar of Activities -National Junior Honor Society -Daily uniform sweeps	-Increase in a positive culture and school climate -Increase of Students feeling safe -Student lead activities -Increase of Student participation throughout the campus -All students will have an opportunity to purchase uniforms	-Formative Assessment -Walkthroughs	-Tile I #10 -Migrant Funding
<b>Action Steps</b>							
1. Create and conduct student surveys on the culture and climate and discover the perceptions of safety.							
2. Create opportunities for students to become student leaders who can research and assess needs of the campus in the area of "Safe Places" and they will become change agents for new programs and activities.							
3. Create a committee consisting of both students and teachers campaigning against "Bullying" through various activities and PR							
4. Create a safe environment where all students follow dress code by wearing their school uniform.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
JEMS will be utilizing the StopIt App for students, parents and staff to report threats including and harrasment.	-Teachers -Admin -Counselors -Security -PSJA Police Officer	-Action Plan -Behavior Intervention Protocol -StopIt Posters -Counseling & Guidance -Admin support -District Curriculum -PEIMS Discipline Report	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Action Plan Documentation -Notify Application -BIF Reports	-Decrease of student referrals -Increase of student feeling safe -Positive campus culture and climate	-Formative Assessment -Walkthroughs	-Tile I #10
<b>Action Steps</b>							
1. Create an action plan for students to learn about the StopIt app and how/when to use it							
2. Create a follow up and follow through plan for admin/counselors to complete the StopIt Incident Reports in a timely manner.							
3. Place StopIt Posters in strategic areas throughout the campus so that students are reminded of the campaign.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a detailed campus safety plan that encompasses all potential threats	-Teachers -Counselors -PR Representative -Librarian -Administration -All Other Staff -Campus Safety Team -Campus Threat Assessment Team	-Electronic Maps - Hard Copy Maps Emergency Lockdown/Drill Procedure document Emergency Lockdown/Drill Calendar	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Campus Map with numbered rooms -Calendar of Drills -In Campus practice of Safety Protocols and Systems -Committee Minutes/Notes -Training Sign-Ins -Swivl Recordings of trainings	-Decrease of student referrals -Increase of student feeling safe -Positive campus culture and climate - Increased Awareness of Safety protocols	-Formative Assessment -Walkthroughs	-Tile I #10
<b>Action Steps</b>							
1. Do a Campus walk and notate/map every classroom and exit door of our campus.							
2. Create and share powerpoints for reference that will also be utilized at trainings.							
3. Create a committee for safety protocols and for threat assessment. These committees will collaborate to assess various ways to imrove school safety.							
4. Conduct Safety Audits with the assistance of Safety Department, Security Officers, and Administration.							

<b>Goal Area 3:</b>	Student Support: Recognition and Rewards						
<b>Annual Goal:</b>	We will foster strong relationships among students and families and create a positive school culture where students feel valued through receiving awards and recognition						
<b>Objective 2:</b>	Throughout the year students will have opportunities to challenge themselves to reach great heights and be recognized for their efforts						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Recognition for Grades	-Teachers -Counselors -PR Representative -Administration	-Exemplar Student Work -DMAC Student Performance Report -PEIMS Grade Report -Social Media Platforms	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 March 2026 April 2026 May 2026	-Certificates -Social Media Posting -DMAC Reports -PEIMS Reports	-Increase in Student engagement -Increase in Student motivation -Friendly competition -Students reaching their Goal -Increase in positive campus climate	-Formative / Summative Assessments -Benchmarks -TELPAS -STAAR -SGMs	-Title I -Local Funds -SCE
<b>Action Steps</b>							
1. Students will receive recognition for "A" & "B" Honor Roll via certificates and social media.							
2. Teachers will select a student of the six weeks per team to be recognized.							
3. Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.							
4. Using PEIMS, DMAC, and overall grades, students will receive EOY awards at the Annual Awards Ceremony.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Recognition for Attendance	-Teachers -Counselors -PR Representative -Administration -Campus Liaison	-PEIMS Attendance Report -Social Media Platforms	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 March 2026 April 2026 May 2026	-Certificates -Social Media Posting -DMAC Reports -PEIMS Reports	-Increase in Student engagement -Increase in Student motivation -Friendly competition -Students reaching their Goal -Increase in positive campus climate	-Formative / Summative Assessments -Benchmarks -TELPAS -STAAR -SGMs	-Title I -Local Funds -SCE
<b>Action Steps</b>							
1. Students will receive recognition for Perfect Attendance via certificates and social media.							
2. Teachers will select a student of the six weeks per team to be recognized.							
3. Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Recognition for student product, PBL, Student Lead Conference	-Teachers -Counselors -PR Representative -Administration	-Exemplar Student Work -Social Media Platforms -Supplies for fairs	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 March 2026 April 2026 May 2026	-Social Media Posting -Calendar of Fairs -Exemplar Student Work	-Increase in Student engagement -Increase in Student motivation -Friendly competition -Increase of Student Involvement -Increase in positive campus climate	-Formative Assessment	-Title I -Local Funds -SCE
<b>Action Steps</b>							
1. Showcase exemplar student products on social media (FB, School website, Instagram)							
2. Incorporate fairs to encourage PBL student participation							
3. Student Lead Conference via National Junior Honor Society							

<b>Goal Area 3:</b>	Student Support: SEL and AVID EXCEL						
<b>Annual Goal:</b>	We will foster strong relationships among students and staff to create a positive school culture where students feel valued through SEL and AVID EXCEL strategies.						
<b>Objective 3:</b>	Throughout the school year, students will have the opportunity to reflect on their SEL and be exposed to college and Career readiness through AVID EXCEL.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Selected Language Learners from all grades will be partnered up with a campus mentor to guide and motivate student to set goals	-Teachers -Administration -Counselors	-TELPAS Reports -LPAC Report -Mentor Calendar	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-TELPAS Reports -TELPAS Benchmark Review -Mentor Log	-TELPAS achievement gains -Increased reading level -Increased fluency of English Language -Increase motivation -Increase engagement	-Formative Assessment -Walkthroughs	-Tile I #10
<b>Action Steps</b>							
1. Review data for Language Learners and identify students who will be partnered with a campus mentor							
2. Work with mentors to design the mentoring program and ultimately create a list of all the ways to support the student both virtually and face to face							
3. Mentor meets with mentee 3 times during the year to discuss academic and testing performance and collaboratively goal set							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Social Emotional Learning lessons will be offered to all students through their Advisory period	-Teachers -Administration -Counselors	-Counseling & Guidance District Lessons -Lesson Plans -EVERFI -SEL Trainings -Surveys	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Lesson Plans -Survey Results -Interactive Student Notebook	-Increase student engagement -Decrease student referrals for counseling -Increase student motivation -More outreach opportunities	-Formative Assessment -Walkthroughs	-Tile I #10
<b>Action Steps</b>							
1. Teachers will receive materials through AVID EXCEL and Counseling and Guidance district platform to address SEL.							
2. Teachers will study the SEL lessons provided and personalize when possible to make more relevant							
3. Teachers will create surveys to implement once every six weeks to gauge how students received the lessons and for checking if they are in need of additional help							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
AVID EXCEL curriculum will be offered to selected 6th, 7th, and 8th graders in order to provide scaffolded support that educators and students need to encourage college and career readiness and success.	-AVID EXCEL Teacher -Administration -Counselors	-AVID EXCEL Resources -AVID EXCEL Trainings	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Student Interactive Notebook -AVID EXCEL Calendar -TCLC Agenda and Sign-in	-Student becomes fluent in note taking strategies -Teachers train teachers on a variety of strategies -Students become College and Career Ready	-Formative Assessment -Walkthroughs	-Tile I #10
<b>Action Steps</b>							
1. Teachers will go through training for the AVID EXCEL Teacher and for the 6th, 7th, and 8th Grade content teachers							
2. AVID EXCEL Teacher and AVID EXCEL support teachers will meet one time a six weeks to plan the rollout of the follow strategies school wide: ALS, Build student agendas, and affirmations being taught in the AVID EXCEL class.							
3. AVID EXCEL Teacher and support teachers will do turn around training for non AVID EXCEL Teachers during CLC time on AVID EXCEL strategies introduced to AVID EXCEL students							

<b>Goal Area 3:</b>	Family and Community Empowerment						
<b>Annual Goal:</b>	Jaime Escalante develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.						
<b>Objective 1:</b>	Jaime Escalante Middle School will promote increased parental/community engagement by strengthening communication with parents and families in a variety of ways and offer a variety of resources and activities/events for families that provide strategies and resources for parents/families to use to support their students with learning.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Jaime Escalante Middle School will hold family engagement events throughout the year that engage families by provide a variety of resources, activities, and strategies/resources for parents/families to use to support their students with learning.	-Teachers -Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Parent Event Meeting Agendas and Attendance log	-Increased student attendance Increased parent participation at meetings Increased parent involvement on campus Improved parent/teacher interactions regarding student achievement	-Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds
<b>Action Steps</b>							
Parent Educator will select dates and meeting and event frequency							
Feedback survey will be collected to determined effectiveness of meetings/events.							
Track parent participation through sign in sheets.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Jaime Escalante Middle School will provide parent training and materials that facilitate the transition for students from 5th to 6th and from 8th to 9th that support students with learning.	-Teachers -Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Parent Event Meeting Agendas and Attendance log and distribution of resources to parents	-Increased student attendance Increased parent participation at meetings Improved parent/teacher interactions regarding student achievement	-Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds
<b>Action Steps</b>							
Parent Educator will compile a list of parent concerns, doubts, questions they may have regarding their student's academic career in middle school.							
Feedback survey will be collected to determined effectiveness of resources.							
Meeting topics will be selected to determine which topics have the most impact on student learning.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Jaime Escalante Middle School will communicate Title 1 meetings and events in a timely manner.	-Teachers -Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Parent Event Meeting Agendas and Attendance log and distribution of resources to parents	-Increased student attendance Increased parent participation at meetings Increased parent involvement on campus Improved parent/teacher interactions regarding student achievement	-Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds
<b>Action Steps</b>							
Advertise school events in a timely manner and advertise through different ways (Email, phone, text messages, flyers, social media, and the campus website)							
Survey from parent on what time of the day works best for them.							
Track parent participation through sign in sheets.							

<b>Goal Area 3:</b>	Family and Community Empowerment						
<b>Annual Goal:</b>	Jaime Escalante develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community to emphasize the importance of daily attendance.						
<b>Objective 2:</b>	Jaime Escalante Middle School will increase parent/family awareness of the importance of consistent school attendance and its correlation to academic achievement and increase the attendance rate to 94%.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative Assessment</b>	<b>Title-I School- wide Component</b>
School liasion, administrators, counselors, and teachers will track student perfect attendance and report attendance rates by class and by grade level.	-Teachers -School Liasion Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 March 2026 April 2026 May 2026	-Meeting Agendas/Flyers -Attendance Reports -Teacher Call Logs	-Increased student attendance -Students reaching their acedemic goals -Increased parent/teacher comunication - Parent/teacher improved relationships	-Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance achievement	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds
<b>Action Steps</b>							
Constant communication with parent/teacher/student to determine root causes for students' absences.							
Continuously conferencing with parent/teacher/student to detemine support needed to improve attendance.							
Track improvement of attendance							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative Assessment</b>	<b>Title-I School- wide Component</b>
School liasion, administrators, counselors, and teachers will monitor and intervene with families for students who need to improve attendance	-Teachers -School Liasion Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 March 2026 April 2026 May 2026	-School Liasion Support for basic needs -Attendance Reports -Counseling session logs	-Increased student attendance -Students reaching their acedemic goals -Increased parent/teacher comunication - Parent/teacher improved relationships	-Improved attendance Improved student achievement	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds
<b>Action Steps</b>							
Identify students who have a high number of absences due to a disability, emotional disturbance, and/or lack of resources.							
Work in partnership with counselors to have frequent check-in sessions with students.							
Determine attendance progress for students in this category.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative Assessment</b>	<b>Title-I School- wide Component</b>
Attendance committe will incentive those with perfect attendance every six weeks.	-Teachers -School Liasion Administration -Parent Educator	-PSJA Parental Involvement Program -Student Services Department -Students' Counseling Department	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 March 2026 April 2026 May 2026	-Scheduled Incentives throughout the year -Attendance Reports	-Increased student attendance -Students reaching their acedemic goals -Increased parent/teacher comunication - Parent/teacher improved relationships	-Incentive Frequency -Incentives Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds
<b>Action Steps</b>							
Monitor students' six weeks perfect attendance							
Determine who who will participate/receive incentives.							
Collect incentives feedback and track attendance progress.							

<b>Goal Area 3:</b>	Family and Community Empowerment						
<b>Annual Goal:</b>	Jaime Escalante develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community to address Social Emotional Learning (SEL) / Mental Health.						
<b>Objective 3:</b>	Jaime Escalante Middle will implement SEL advisory lessons and engage in storytelling and personal life lessons to help foster and enhance student-student relationships and student-teacher relationships and decrease behavior.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Jaime Escalante Middle School will identify lessons that are grade level appropriate and grade level specific.	-Teachers -Counselors -Administrators	-Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Advisory lessons and activities -Calendar of advisory days	-Increased student attendance Increased parent participation at meetings Increased parent involvement on campus Improved parent/teacher interactions regarding student achievement	-SEL advisory committee -Meeting Frequency -Meeting Feedback -Participation Numbers -Improved attendance Improved student achievement	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds
<b>Action Steps</b>							
Develop an advisory design committee.							
Review current counseling SEL and AVID advisory and college lessons/activities.							
Select topics and build on existing lessons.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Conduct walkthroughs when advisory is being held to ensure fidelity of the implementation and to ensure student engagement.	-Teachers -Counselors -Adminstrators	-Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Walkthrough forms -Calendar of advisory days	-Increase student motivation -Increase student attendance -Increase of Student participation throughout the campus-Increase of Student and teacher engagement	-SEL advisory walkthrough forms -Advisory Feedback -Participation Numbers -Improved attendance Improved student engagement-Improved attendance Improved teacher engagement	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds
<b>Action Steps</b>							
Create a walkthrough form for SEL advisory "lookfors"							
Conduct walkthroughs when advisory is being held.							
Elective teachers will be included to help get students to advisory and/or assist when a teacher is absent and/or conduct informal walkthroughs for feedback.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Incorporate surveys to gain feedback on how well these activities are being effective on students' overall well-being, instruction, attendance, and discipline.	-Teachers -Counselors -Adminstrators	-Student Services Department -Students' Counseling Department -Student's Curriculum Department	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Creation of surveys -Completion of surveys -Distribution of survey during class.	-Increase student motivation -Increase student attendance -Increase of Student participation -Decreased student behavior	-SEL advisory surveys -Feedback Participation Numbers	-Title I -Title III -Special Ed & Bilingual Funds -Migrant Funds
<b>Action Steps</b>							
Create SEL advisory survey.							
Analyze survey results.							
Refine any part of the SEL advisory lessons/activities, including procedures and structres for it.							

<b>Goal Area 2:</b>	Leadership Growth: Coaching						
<b>Annual Goal:</b>	All teachers and administrators will engage in focused and planned calibrated instructional growth activities.						
<b>Objective 1:</b>	Teachers and Administrators will improve in three T-TESS Standard areas by moving one or more levels up.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers Teaching Teachers will be an ongoing initiative where teachers share and showcase their areas of strength and expertise to help build capacity of others.	-Teachers -CLL -Administration	-Lesson Plan -Swivel -Hoonuit -Peer Observation Guide/Checklist -Reflection Journal -Teacher Log	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 March 2026 April 2026 May 2026	-Videos -Peer Observation Guide/Checklist -Teacher Logs -Teacher Reflection Journal -Hoonuit Certificates	-Teacher content/skill knowledge and performance level increases -Self Reflection on performance increases -More teachers getting out of their comfort zone	-T-TESS -SGM's -Walkthroughs	-Tile I #3, #8
<b>Action Steps</b>							
1. Teachers will do peer visits to gain opportunities to add to their tool kit and to reflect on the set up of the classroom and the choices made for key brain friendly anchor charts displayed. Visitors will leave a "glow" form of feedback for the teacher visited.							
2. Teachers will record their lessons and choose the best practice lessons to post in the JEMS created Hoonuit as this will serve to build teacher capacity. Teachers will be responsible for turning in written reflections of the learning opportunity.							
3. Teachers will keep a record of class visits, videos viewed and professional development attended in order to align this to teacher PD Goals.							
4. Teachers will volunteer to conduct mini instructional strategies and best practice trainings during CLC, Content Planning Time and after school.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct Calibrated Classroom Ghost Walks, Walkthroughs, and visit other campus to see best practices.	-Teachers -CLL -Administration	-Ghost walk schedule -Ghost walk template -Feedback Form -Google Classroom -Schedule	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 March 2026 April 2026 May 2026	-Ghost walk documentation -Lesson Plan -Ghost walk schedule and Calendar	-Administrators will have more impactful and focused coaching conversations with teachers -Administrators will be more successful with calibration of evaluations - Administrators will be able to check for use of strategies and curriculum	-T-TESS -SGM's -Walkthroughs	-Title I #3, #8
<b>Action Steps</b>							
1. Create a schedule for the Ghost walks and Google Classroom visits.							
2. Conduct Calibrated Classroom Ghost Walks and Walkthroughs and share feedback for growth upon completion of the calibrated session							
3. Create opportunities for the teacher to meet with admin on the feedback that was submitted and set up a date to revisit the teacher to look for the practice that the teacher worked to strengthen.							
4. Administration, along with a group of people, will visit other campus to observe best instructional practices.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
PD Goals will be created and used as a road map to align to the evaluation system standards/expectations as well as to build teachers' capacity.	-Teachers -CLL -Administration	-Teacher PD Goals -TEEMS Dashboard -T-TESS Teacher Self-Evaluation -TxCEE	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb. 2026 March 2026 April 2026 May 2026	-Teacher PD Goals -Teacher Self-Assessment -Teacher/Administration Conference Documentation -Calendar of Teacher Observation -BOY & MOY Teacher Conference -Summative Evaluation	-The teacher would have built the goal into their lesson plan -Teachers will become more versed with the standards from T-TESS -Teachers will invite admin to their classes asking for feedback on delivery of	-T-TESS -SGM's -Walkthroughs	-Tile I
<b>Action Steps</b>							
1. 2 PD Goals will be created aligned to T-TESS standards and to meet personal growth goals							
2. Teachers will meet with CLL and administrators to discuss the PD goals to ensure that they are written effectively.							
3. Teachers will participate in a pre-conference with the CLL and administrators to discuss how to go about action planning to meet these documented goals.							
4. Administration will create a schedule to conduct TTESS Walkthroughs.							

<b>Goal Area 2:</b>	Leadership Growth: Build Teacher Leadership Capacity						
<b>Annual Goal:</b>	Through "Joint Empowerment" we plan to put future leaders through rigorous processes and strategic leadership assignments by providing leadership opportunities to build their leadership capacity						
<b>Objective 2:</b>	Throughout the year we seek to motivate 3 to 4 future leaders to take responsible risks and perform at their highest level to support district vision and goals as teacher leaders						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Teacher leadership team will analyze campus level data and develop action plans for tutorials, pull outs and academies	-Department Chairs -Teachers -CLL -Administration -CIT	-DMAC Reports -CIP -Academy Plan -Calendar of Events -Data Tracker Template -Calendar of Events	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Teacher Summary Report -Campus Summary -Reporting Category Progress -Reporting Category Analysis -Student Expectation Progress -Student Expectation Analysis -Data Tracker per Teacher -Calendar of Events -Action Plan	-Improved Student Achievement in STAAR -TELPAS Student Achievement -Intentional grouping -Intentional tutoring -Increase in Language Acquisition	-Benchmarks -STAAR -TELPAS -SGM's -Progress Monitoring	-Tile I #2, #3, #8
<b>Action Steps</b>							
1. Training on DMAC Data and the Power of 7 data reports							
2. All teachers will create a Data Tracker for each class and keep it updated every six weeks.							
3. The CLL will organize the data meetings and schedule them after every major assessment and before student rosters are created for acadmies.							
4. Data Dives will be conducted to acquire the best data to represent where each student stands.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
We will identify, develop and place our future leaders through rigorous processes and strategic leadership assignments by providing leadership opportunities to problem solve, and action plan initiatives that are part of the Campus Improvement Plan	-Department Chairs -Teachers -Counselors -CLL -Administration	-Calendar of PD Services -CIP -Survey	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-CIP (Working document) -Calendar of PD Services -Survey Results	-Increase in Teachers wanting to take on a leadership role -Teachers leading Presentations	-Teacher PD Goals -Teacher Self-Assessment -T-TESS Teacher Evaluation	-Tile I #2, #3, #8
<b>Action Steps</b>							
1. Identify the teachers that want to participate in the campus strategic leadership assignments							
2. Review the Campus Improvement Plan with these teacher leaders and assign an area of the CIP for them to oversee, follow through and monitor.							
3. Create opportunities for these teachers to present to the staff on CIP progress and changes.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Guest Speaker leadership series is being created so that there is alignment with the Spirit of PSJA "Joint Empowerment", where we seek to motivate future leaders to take responsible risks and perform at their highest level to support district vision and goals	-Department Chairs -Teachers -Counselors -CLL -Administration	-CIP -Spirit of PSJA Document -Reflective Journal -Calendar of Events	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Reflective Journals -Calendar of Events -Sign-in Logs	-Increase in Teachers wanting to take on a leadership role -Teachers leading Teachers -Increase in Teacher participation throughout campus	-Teacher PD Goals -Teacher Self-Assessment -T-TESS Teacher Evaluation	-Tile I #2, #3, #8
<b>Action Steps</b>							
1. Identify the targeted topics relevant and motivating to future leaders to focus on.							
2. Identify and secure the guest speakers for this leadership capacity building opportunity.							
3. Create the process for having the future leaders reflect and journal on the leadership capacity building opportunity. The benefits of the journaling helps synthesize thoughts, promotes self-reflection, fosters creativity, develops self-discipline and reinforces memory							
4. Fundamental Five book study.							

<b>Goal Area 2:</b>	Leadership Growth: Building Administrator & CLL Capacity						
<b>Annual Goal:</b>	Improve instructional leadership to guide school-wide effort and monitor and advance student achievement						
<b>Objective 3:</b>	Instructional Leadership team will improve their annual T-TESS evaluation performance by moving up 2 levels or more in 2 Standards						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Unpacking T-TESS Standards and work at creating some instructional examples for each standard, level and descriptor	-Department Chairs -CLL -Administration	-T-TESS Rubric -Teacher Videos -Walkthrough Documents -Calendar of Events	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026	-T-TESS Rubric notes -Calendar of Events -Sign-in Log -Walkthrough Documentation -Teacher Video Reviews	-Teacher Effectiveness rating Increase -Teacher Self-Reflection Increases -Increase on "Glows" during Walkthroughs	-Walkthroughs -T-TESS -SGMs	-Tile I #3, #8
<b>Action Steps</b>							
1. As an Admin & CLL team, unpack each standard and calibrate on the levels and descriptors.							
2. Review some classroom instruction videos and walk through one standard at a time and focus on how to support teachers to move from one level to the next.							
3. The principal will schedule opportunities to go over the "Principal Evaluation Rubric" and focus on the areas we could seek for growth.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Leadership Book Study for the Pete Hall's, "The Pursuit of Greatness" which also aligns to the T-TESS evaluation system	-Teachers -CLL -Administration	-T-TESS Rubric -"The Pursuit of Greatness" Book -Calendar of Events	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Book "The Pursuit of Greatness" -Reflective Journal -Calendar of Events -Sign-in Logs	-Teacher Effectiveness rating Increase -Teacher Self-Reflection Increases -Increase of Teacher engagement	-Formative Assessment	-Tile I #3, #8
<b>Action Steps</b>							
1. Acquire a copy of the book for each participant that will join the book study.							
2. Each participant will take one of the pathways to research and present on that chapter: Nurturing a positive learning environment. Challenging students to commit to mastery level learning. Designing engaging learning activities and lessons. Motivating students with feedback. Assessing for learning. Creating dynamic group learning.							
3. Each participant will reflect and journal on the six Pathways. Benefits of the journaling helps synthesize thoughts, promotes self-reflection, fosters creativity, develops self-discipline and reinforces memory.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Creating and Revising as needed Roles and Responsibilities Organizational Chart for Administrators, Staff and Teachers	-Teachers -CLL -Counselors -Support Staff -Administration	-Organizational Chart -TEEMS Handbook - Roles & Responsibilities -Calendar of Events -Surveys	Sept. 2025 Oct. 2025 Nov. 2025 Dec. 2025 Jan. 2026 Feb .2026 March 2026 April 2026 May 2026	-Roles and Responsibilities defined -Organizational Chart -Calendar of Events -Sign-in Logs -Survey Results	-Role and Responsibilities clearly defined -Increase in Teacher, Staff, and Administration participation -Increase in Self-Reflection in ones Role and Responsibilities	-Walkthroughs -T-TESS -SGMs	-Tile I #3, #8
<b>Action Steps</b>							
1. Roles and Responsibilities will be delineated with equity and clarity leading to more effective use of time and focus.							
2. Each administrator will share out on what is happening with the various initiatives and seek out assistance if problem solving is needed.							
3. Administrators will create and conduct a staff survey on campus initiatives, programs and processes to see if adjustment need to be made in order to get optimum outcomes from the current systems and structures.							

PD Monthly Focus	PD Format	Person(s) Leading	PD Topic	Resources	CIP Goal Alignment
August 18-21, 2025	Campus Based - All departments District Based - All departments	Administration CLL CIT	Campus Goals - Data Overview Customer Service Accountability Breakdown T-TESS Evaluation System District Mandates Lesson Planning w/Unpacked TEKS District Curriculum Roll Out	District Mandates PPT Accountability Reports Measuring What Matters T-TESS Evaluation Rubric District Content Coordinators	Goal 2-Obj.2/Strategy 1
September 1, 2025	Campus Based - AM - Fine Arts/Electives PM - All Contents District Based -AM All Contents, PM - All Fine Arts/Electives	Administration CLL CIT			Goal 2-Obj.2/Strategy 1
October 13, 2025	Campus Based- PD	Administration CLL CIT			Goal 2-Obj.2/Strategy 1
December 19, 2025	Campus Based- PD	Administration CLL CIT			Goal 2-Obj.2/Strategy 1
January 5-6, 2026	Campus Based- PD	Administration CLL CIT			Goal 2-Obj.2/Strategy 1
Week of September 1, 2025	TCLC	CIT/CLL	Teacher Self-Assessment & PD Goals SGM Step 1 / DMAC	Teachers 2023-2024 Evaluation, TEEMS dashboard	Focus Area 4/Obj 1 Focus Area 4/Obj 2/Strategy 2 Focus Area 4/Obj 3/Strategy 1, 3
Week of September 8, 2025	TCLC	CIT/CLL	Teacher Self-Assessment & PD Goals SGM Step 1 / DMAC	Teachers 2023-2024 Evaluation, TEEMS dashboard	Focus Area 4/Obj 1 Focus Area 4/Obj 2/Strategy 2 Focus Area 4/Obj 3/Strategy 1, 3
Week of September 15, 2025	TCLC	CIT/CLL	SGM Step 1 / DMAC	DMAC reports	
Week of September 22, 2025	TCLC	CIT/CLL	SGM Step 2	DOK Stems, DMAC Reports	
Week of September 29, 2025	TCLC	CIT/CLL	SGM Step 2 Cont.	DOK Stems, DMAC Reports	
Week of October 6, 2025	TCLC	CIT/CLL	SGM Step 3	SGM assessments	
Week of October 13, 2025	TCLC	CIT/CLL	SGM Step 3 Cont.	SGM assessments	
Week of October 20, 2025	TCLC	CIT/CLL			Focus Area 1/Obj 1/Strategy1,2
Week of October 27, 2025	TCLC	CIT/CLL			
Week of November 3, 2025	TCLC	CIT/CLL			Focus Area 2/Obj 3/Strategy 2
Week of November 10, 2025	TCLC	CIT/CLL			
Week of November 17, 2025	TCLC	CIT/CLL			
Week of December 1, 2025	TCLC	CIT/CLL			
Week of December 8, 2025	TCLC	CIT/CLL			Focus Area 1/Obj 1/Strategy1,2
Week of December 15, 2025	TCLC	CIT/CLL			Focus Area 1/Obj 1/Strategy1,2
Week of January 12, 2026	TCLC	CIT/CLL			Focus Area 1/Obj 1/Strategy1,2
Week of January 19, 2026	TCLC	CIT/CLL			Focus Area 1/Obj 1/Strategy1,2
Week of January 26, 2026	TCLC	CIT/CLL			Focus Area 1/Obj 1/Strategy1,2
Week of February 2, 2026	TCLC	CIT/CLL			
Week of February 9, 2026	TCLC	CIT/CLL			
Week of February 16, 2026	TCLC	CIT/CLL			
Week of February 23, 2026	TCLC	CIT/CLL			
Week of March 2, 2026	TCLC	CIT/CLL			Focus Area 1/Obj 1/Strategy 1,2 Focus Area 1/Obj 3/Strategy 1

Week of March 9, 2026	TCLC	CIT/CLL		Focus Area 1/Obj 1/Strategy1,2
Week of March 23, 2026	TCLC	CIT/CLL		
Week of March 30, 2026	TCLC	CIT/CLL		
Week of May 4, 2026	TCLC	CIT/CLL	EOY surveys	Focus Area 2/Obj 1/Strategy 1

**CLC & After School Learning Opportunities**

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

**TECHNOLOGY**

Google (All resources)	Focus Area 1/Obj 1/Strategy 1
Microsoft (All resources)	Focus Area 1/Obj 1/Strategy 2-3
Newline/Screenbean	Focus Area 1/Obj 1/Strategy 1
	Focus Area 1/Obj 2/Strategy 2
Carnegie/Bluebonnet	Focus Area 1/Obj 2/Strategy 1
iReady	Focus Area 1/Obj 2/Strategy 1-2
Savvas	Focus Area 1/Obj 2/Strategy 1-2
Summit K-12	Focus Area 1/Obj 2/Strategy 2
1 on 1 Trainings w/ CIT	Focus Area 1/Obj 2/Strategy 1-3
iPad	Focus Area 1/ Obj 1, 2, 3
	Focus Area 1/Obj 1/Strategy 1
Study Sync	Focus Area 2/Obj 2/Strategy 1-2
	Focus Area 1/Obj 2/Strategy 1-2
IXL	Focus Area 1/ Obj 1, 2, 3
TCMPC	

## **10 Components of a Title I, Part A Schoolwide Program**

### **1 Comprehensive Needs Assessment**

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

### **2 . Reform strategies**

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

### **3 Instruction by Highly Qualified Teachers**

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

### **4 High-Quality and Ongoing Professional Development**

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

### **5 Strategies to Attract Highly Qualified Teachers**

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

## **10 Components of a Title I, Part A Schoolwide Program**

### **6 Strategies to Increase Parental Involvement**

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

### **7 Transition**

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

### **8 . Teacher Decision-Making Regarding Assessments**

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

### **9 . Effective and Timely Assistance to Students Experiencing Difficulty**

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

## **10 Components of a Title I, Part A Schoolwide Program**

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

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