



Campus Improvement Plan

Stephen F. Austin Middle School

2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved: 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.

Campus Mission Statement

Stephen F. Austin Middle School will provide opportunities to all students to successfully meet the challenges of high school, college and beyond. We will align the curriculum to college readiness standards and implement a common instructional framework, assisting all students to access rigorous content while simultaneously building lifelong skills.

At Stephen F. Austin Middle School, we believe in the following core values:

Our students come first.

Continuous learning is essential to prepare for high school, college and career opportunities.

Each student's success is the shared responsibility of students, families, schools and communities.

Learning is influenced by environment.

Campus Vision Statement

Stephen F. Austin Middle School will cultivate leaders with excellence, where each member is valued. We work to assure that each student is prepared to meet the challenges of high school and beyond through a rigorous, college ready curriculum.



2025-2026 School Board Members and Superintendent's Cabinet

School Board of Education

Diana Serna, *President*
Ricardo Rodriguez, *Vice-President*
Ramona Barron, *Secretary*
Griselda Quintanilla, *Asst. Secretary*
Carlos Villegas Jr., *Member*
Yolanda Castillo, *Member*
Cynthia Gutierrez, *Member*

Superintendent's Cabinet

Dr. Alejandro Elias, Superintendent of Schools
Ranulfo Marquez, Asst. Superintendent for Academics
Rebecca Gonzales, Asst. Superintendent for Finance
Dr. Rebeca Garza, Asst. Superintendent for Human Resources
Dr. Orlando Noyola, Asst. Superintendent for Student Services
Dr. Lauro Davalos, Asst. Superintendent for Technology

STEPHEN F. AUSTIN MIDDLE SCHOOL 2025-2026 SBDM COMMITTEE MEMBERS



TBD, Principal

Marcelina Pena	Dean of Instruction	Daniela Martinez	Spanish Department Head
Samuel Borrego	6th Grade Assistant Principal	Gabriela Ortiz	Electives Department Head
Jose Lopez	7th Grade Assistant Principal	Darren Estrada	Paraprofessional
Clarisa Torres	8th Grade Assistant Principal	Sonny Alcala	Security
TBD	CLL	Daniel Lopez	Head Custodian
Audrey Sloss	ELA Department Head	Virginia Bueno	Parent
Rafael Chico-Rodriguez	Math Department Head	Ricardo Fernandez	Community/Business Member
Juana Leal	Science Department Head	Claudia Obregon	Counselor
Selina Garza	Social Studies Department Head		
Arnoldo Serna-Nieto	Special Education Department Head		
Gabriela Ortiz	Electives Department Head		

2025-2026 Stephen F. Austin Middle School Campus Demographics



	ALL	MALE	FEMALE	SPED	EL	M1	M2	MIGR	ECD	GT
#	810	422	388	117	191	32	30	11	721	114
%	100	52.1	47.9	14.5	23.6	3.9	3.7	1.4	89.0	14.1

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	810	796	1	3	10	0
Percent	100	98.3	0.1	0.4	1.2	0

2025 ACCOUNTABILITY RATINGS OVERALL SUMMARY



	Domain I Student Achievement	DOMAIN II SCHOOL PROGRESS	DOMAIN III CLOSING THE GAPS	OVERALL RATING	LETTER GRADE
STEPHEN F. AUSTIN MIDDLE SCHOOL	80	Part A: 80 Part B: 90	92	91	A

Comprehensive Needs Assessment

Data Sources Examined

2025 STAAR Results 2025 TELPAS Results 2025 Accountability Summary Reports PEIMS Data Attendance Records Discipline Records Grades District Assessments	Social Emotional Learning PLC Practices Curriculum Alignment Community Engagement Data Analysis Practices/Resources
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Prioritized Needs

Needs	Data Source
Increase performance of meets and masters level of all students in all tested content areas.	2025 STAAR Results, 2025 Accountability Summary Reports, 2025 DMAC Reports, PEIMS Data, District Assessments
Increase academic growth on Domain II (Part A) and increase the accelerated student learning in Math and Reading STAAR	2025 STAAR Results, 2025 Accountability Summary Reports, 2025 DMAC Reports, PEIMS Data, District Assessments
Increase the academic progress in reading and math of our Special Education and Emergent Bilinguals populations	2025 STAAR Results, 2025 TELPAS Results, 2025 Accountability Summary Reports, 2025 DMAC reports, PEIMS Data, District Assessments, IEPs, EB accommodations, attendance records, discipline records and grade reports.
Increase the TELPAS overall composite rating by having all Emergent Bilingual students grow at least one level of proficiency.	2025 STAAR Results, 2025 TELPAS Result, 2025 Accountability Summary Report, 2025 DMAC reports, PEIMS Data, District Assessment, EB Accommodations, attendance records, discipline records and grade reports

Comprehensive Needs Assessment

Prioritized Needs

Needs	Data Source
Increase daily attendance rate to 96%	2025 Attendance Report, PEIMS Data, Attendance Strategic Plan, Attendance Committee, Targeted Improvement Plan.
Provide differentiated instruction , CIF, and SIOP Professional Development for ALL teachers.	2025 STAAR Results, 2025 Accountability Summary Reports, Collaborative Learning Leader (CLL), Common Instructional Feedback (CIF) Strategies rollout, DMAC reports
Emergent Bilinguals-Sheltered Instruction and I-Ready Professional Development	2025 TELPAS Results, 2025 Accountability Summary Reports, DMAC Reports, Summit K-12 training, Master Schedule, Professional Development
SEL- Incorporating SEL in the classroom/ Bruin Academies and Building Positive Relationships with students	SEL Curriculum, embedded in academy schedule, SEL surveys, SEL advisory period
PLC Practices / Structures –Documentation of operational practices regarding planning and collaboration	CLC roll-out agendas, Norms, PLC expectations, Content agenda, CLL/Admin weekly meetings

Executive Summary

Campus Improvement Plan 2025-2026

Stephen F. Austin Middle School

Core Values:

At Stephen F. Austin Middle School, we believe:

- ❖ Our students come first.
- ❖ Continuous learning is essential to prepare for high school, college and career opportunities.
- ❖ Each student's success is the shared responsibility of students, families, schools and communities.
- ❖ Learning is influenced by environment.

Demographic Summary

The enrollment of Stephen F. Austin Middle School for the 2025-2026 school year is 810. The student population is made up of 98.3% Hispanic, 1.2% White and 0.1% Asian. Our students represent a low socio-economic status of approximately 89% with 1.4% migrant students. Approximately 14.5% of our student population receives special education services and our gifted and talented population is made up of approximately 14.1% of our students. The bilingual population is approximately 23.6% and where most of the students' language at home is Spanish. The attendance rate for the campus has consistently maintained between 94-95%. Most of our students live in south San Juan area. We currently have 275 students that have transferred to Stephen F. Austin Middle School with special permission from within the district and surrounding cities outside the PSJA Independent School District.

Comprehensive Needs Assessment Summary:

Stephen F. Austin Middle School received an overall rating of 91 out of 100 based on three domains on the 2025 Accountability Report. In Domain I, Student Achievement, we earned an 80 which shows us how much students learned and know by the end of the school year. In Domain II, School Progress, we earned a 90 and shows how our students performed over time and compares us to other schools that are like our population. In Domain III, Closing the Gaps, we scored a 92 and shows how the different groups in our school performed overall.

Curriculum and Instruction and Assessment:

Stephen F. Austin Middle School offers a rigorous curriculum with a highly qualified staff. We offer all types of content courses from regular to college preparatory math and reading, high school credit classes like Algebra, Geometry, Spanish 1, Spanish 2 and Spanish 3 AP. Students at Stephen F. Austin Middle School can participate in Fine Arts and Athletics classes. 8th grade students can take Art and Principles of Business, and Principles of Manufacturing for high school credit. We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support are in accelerated classes and offered tutoring before school, afterschool, and during school day/Saturday Academies.

Summary of Goals:

Stephen F. Austin Middle School will 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 and Masters level on STAAR and by increasing at least 5% to 8% in all subject areas and subgroups. We will provide rigorous instructions and remediation to help close the gaps with our 6th graders, special education and Emergent Bilingual populations. Together with our district, we will improve safety, public support, culture and climate by offering social and emotional support to our students, staff, parents and community. We will maintain staff quality, retention and retention on our campus by supporting them with professional growth, monitoring them and providing feedback.

Principal

Professional Development Plan

PD Monthly Focus	PD Format	PD Topic	Resources	CIP Goal Alignment
August 18-21, 2025	Campus and District Based - All Departments	District Convocation, Campus Procedures, Campus Plan, Team Building, Curriculum Planning, Google Classroom Training, Data Analysis, Social Emotional Learning, Curriculum Rollouts, Data Driven Plans, Strategize for the Monitoring of Academic Growth, Data Driven Instructional Calendar for all contents and strategic routines	Laptops, Teacher Handbook, Campus Improvement Plan, 2023-2024 Data Reports, Presenters, PowerPoints, District Curriculum Rollouts, Content Coordinators, Data, Campus Goals, Curriculum Guide Documents and Strategies, Student Rosters, Teacher Schedules	Goal 1, 2, 3, 4
September 1, 2025	Campus and District Based - All Departments	Curriculum Planning, Curriculum Rollouts, Blended Learning, Research Based Instructional Strategies, Student Progress Tracking	Content Curriculum Guides Content Coordinators, Curriculum Guide Documents and Strategies, District Student Social Emotional Topics	Goal 1, 2, 3, 4
October 13, 2025	District & Campus Based – All Departments, All Grade Levels, All Department Chairs	Student Analysis Profiles Adjust for 2 nd /3 rd 6 Weeks Plan for Benchmark 1 Data Driven Plans Social Emotional Topics	Content Curriculum Guides Student Analysis Profiles Content Curriculum Guides Instructional Strategies Social Emotional Topics	Goal 1, 2, 3, 4
December 19, 2025	Campus Based – All Departments, All Grade Levels, All Department Chairs	Student Analysis Profiles Adjust for 4 th 6 Weeks Review BM 1 Data Data Driven Plans	Content Curriculum Guides Student Analysis Profiles DMAC Benchmark 1 Data Content Curriculum Guides Instructional Strategies	Goal 1, 2, 3, 4