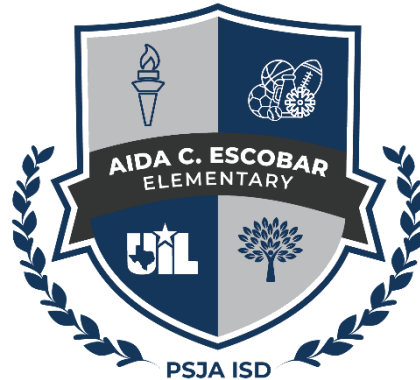




Campus Improvement Plan

Aida C. Escobar Elementary

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

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Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Vision

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

Mission

As educational leaders, the Escobar team is engaged and empowered to connect all students with innovative instruction, 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.

District Strategic Direction



Campus Executive Summary

Demographics:

Aida C. Escobar Elementary serves students from Pharr, Texas who come from similar backgrounds and way of life.

The student body at Escobar Elementary is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	743	393	350	91	Pending LPAC	11	604	66	Pending Identification
Percent	100%	53%	51%	12%	---	1.5%	81%	9%	---

With the district's proximity to Mexico, PENDING the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Aida C. Escobar Elementary has been rated a "A" Campus by the State of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an (91). In Domain II, School Progress (92), Academic Growth (90) and Relative Performance (92) with an Eco Dis at a 81%. And last, Domain III, Closing the Gaps (92), PSJA scored an 90.

The overall 2026 Accountability Rating for Escobar was a score of 92. In grades 3-5 all tested STAAR subjects, 257 test were administered with over 100% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Aida C. Escobar Elementary offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified elementary school teachers. Many teachers on staff possess Dual/ESL certifications, early childhood trainings, and master's degrees. Various courses at Escobar offer high school and dual language credits to eligible students. Students attending Escobar can participate in UIL sponsored organizations, Fine Arts, and Athletics. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Goals:

The 2026-27 school goal is to receive an overall score for the 2027 Accountability Rating of a 95.

Campus Name Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Cataria Espinoza	Principal
Johanna Ramirez	Assistant Principal
Adriana Carrillo	Assistant Principal
Stephanie Gomez-Gonzalez	Counselor
Stephanie Cavazos	Teacher
Lorena Rodriguez	Reading Strategist
Luz Salinas	CLL
Maria Mendoza	Parent
Norma Ramirez	Business Member
Focus Area 2: Student Supports	
Name	Role
Cataria Espinoza	Principal
Johanna Ramirez	Assistant Principal
Adriana Carrillo	Assistant Principal
Stephanie Gomez-Gonzalez	Counselor
Stephanie Cavazos	Teacher
Demi Veliz	Resource Teacher
Luz Salinas	CLL
Maria Mendoza	Parent
Norma Ramirez	Business Member

Focus Area 3: Leadership Growth	
Name	Role
Cataria Espinoza	Principal
Johanna Ramirez	Assistant Principal
Adriana Carrillo	Assistant Principal
Stephanie Gomez-Gonzalez	Counselor
Stephanie Cavazos	Teacher
Maria Villarreal	Librarian
Luz Salinas	CLL
Maria Mendoza	Parent
Norma Ramirez	Business Member
Focus Area 4: Family & Community Empowerment	
Name	Role
Cataria Espinoza	Principal
Johanna Ramirez	Assistant Principal
Adriana Carrillo	Assistant Principal
Natalie Ruiz	Counselor
Stephanie Cavazos	Teacher
Maria Villarreal	Librarian
Luz Salinas	CLL
Maria Mendoza	Parent
Norma Ramirez	Business Member

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2025 Kindergarten Readiness
9. Behavior Intervention Plans
10. PEIMS Demographics
11. Walkthroughs Data
12. Parental Involvement Data
13. T-TESS Evaluation/ Teacher Incentive Allotment
15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan
19. Student Teacher Ratio
20. Academic Road Maps

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary
AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		91	A	0%
STAAR Performance	62	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		92	A	70%
Academic Growth	80	90	A	
Relative Performance (Eco Dis: 87.7%)		92	A	✓
Closing the Gaps	78	92	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



TEA | Analytics, Assessment, and Reporting | Performance Reporting

Retrieved on August 14, 2026 ,2026 from [TEA](#)

Identification of Schools Improvement

Texas Education Agency

2026 Identification of Schools for Improvement AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | [2026](#)

- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	0	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									3			
2025									4			
2026									4			

+ Ever HS EBs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

+ As of 2026, this group includes students who have received special education services in the preceding school year but not the current school year.

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance

AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	257	257	85	-	599	
Approaches GL or Above	211	205	75	-	491	82%
Meets GL or Above	166	160	59	-	385	64%
Masters GL	117	88	36	-	241	40%
Total Percentage Points						186%
Component Score						62

Student Achievement: 2026 STAAR Performance

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	82%	80%	95%	99%	77%	77%	55%	86%	82%	82%	57%	-	-	57%
At Meets GL Standard or Above	64%	62%	86%	97%	57%	57%	33%	57%	63%	69%	29%	-	-	29%
At Masters GL Standard	40%	38%	62%	86%	38%	38%	24%	43%	41%	38%	14%	-	-	14%
Number of Tests														
At Approaches GL Standard or Above	491	429	62	93	242	245	58	6	397	94	4	-	-	4
At Meets GL Standard or Above	385	329	56	91	179	182	35	4	306	79	2	-	-	2
At Masters GL Standard	241	201	40	81	118	121	25	3	197	44	1	-	-	1
Total Tests	599	534	65	94	314	317	105	7	484	115	7	-	-	7
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	82%	80%	96%	97%	75%	75%	56%	*	82%	82%	*	-	-	*
At Meets GL Standard or Above	65%	61%	93%	97%	55%	55%	29%	*	63%	71%	*	-	-	*
At Masters GL Standard	46%	41%	79%	95%	41%	42%	20%	*	44%	51%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	211	184	27	37	101	102	25	*	171	40	*	-	-	*
At Meets GL Standard or Above	166	140	26	37	74	75	13	*	131	35	*	-	-	*
At Masters GL Standard	117	95	22	36	56	57	9	*	92	25	*	-	-	*
Total Tests	257	229	28	38	135	136	45	*	208	49	*	-	-	*
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	80%	78%	96%	100%	76%	76%	56%	*	79%	82%	*	-	-	*
At Meets GL Standard or Above	62%	59%	86%	97%	56%	56%	36%	*	61%	69%	*	-	-	*
At Masters GL Standard	34%	32%	64%	82%	32%	32%	22%	*	34%	35%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	205	178	27	38	103	104	25	*	165	40	*	-	-	*
At Meets GL Standard or Above	160	138	24	37	75	76	16	*	126	34	*	-	-	*
At Masters GL Standard	88	73	15	31	43	44	10	*	71	17	*	-	-	*
Total Tests	257	229	28	38	135	136	45	*	208	49	*	-	-	*
Science														
Percent of Tests														
At Approaches GL Standard or Above	88%	88%	89%	100%	86%	87%	53%	*	90%	82%	*	-	-	*
At Meets GL Standard or Above	69%	70%	67%	94%	68%	69%	40%	*	72%	59%	*	-	-	*
At Masters GL Standard	42%	43%	33%	78%	43%	44%	40%	*	50%	12%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	75	67	8	18	38	39	8	*	61	14	*	-	-	*
At Meets GL Standard or Above	59	53	6	17	30	31	6	*	49	10	*	-	-	*
At Masters GL Standard	36	33	3	14	19	20	6	*	34	2	*	-	-	*
Total Tests	85	76	9	18	44	45	15	*	68	17	*	-	-	*

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | **2026**

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	265.0	1	265.00
Accelerated Learning Points Earned	24	0.25	6.00
Sum of Annual Growth plus Accelerated Learning Points			271.00
Total Tests Evaluated			340
Academic Growth Score			80

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) |
 [2020](#) |
 [2021](#) |
 [2022](#) |
 [2023](#) |
 [2024](#) |
 [2025](#) |
 2026

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	87.7%	62	92
College, Career, and Military Readiness			
Relative Performance			92

School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

AIDA C ESCOBAR EL (108909113) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) |
 [2020](#) |
 [2021](#) |
 [2022](#) |
 [2023](#) |
 [2024](#) |
 [2025](#) |
 2026

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	18	24	75.0	50.0%	37.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					78

School Progress: Closing the Gaps Continuation

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2027 accountability	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	46%	34%	39%	59%	44%	73%	46%	55%	37%		
RLA Next Interim Target (2027-28 through 2031-32)	55%	45%	49%	66%	53%	78%	55%	63%	48%		
RLA Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	65%	-	65%	-	-	-	-	-	62%		
2026 # at Meets GL Standard or Above	166	-	166	-	-	-	-	-	147		
2026 Total Tests (Adjusted)	257	-	257	-	-	-	-	-	237		
2025 % at Meets GL Standard or Above	66%	-	66%	-	-	-	-	-	63%		
Mathematics 2026 Target	49%	33%	44%	60%	47%	82%	51%	55%	42%		
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	44%	53%	67%	56%	85%	59%	63%	52%		
Mathematics Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	62%	-	62%	-	-	-	-	-	60%		
2026 # at Meets GL Standard or Above	160	-	160	-	-	-	-	-	142		
2026 Total Tests (Adjusted)	257	-	257	-	-	-	-	-	237		
2025 % at Meets GL Standard or Above	60%	-	61%	-	-	-	-	-	57%		
Total Points										18	24

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Academic Growth Status											
RLA 2026 Target	64%	59%	62%	68%	62%	80%	62%	67%	61%		
RLA Next Interim Target (2027-28 through 2031-32)	74%	69%	72%	77%	72%	85%	72%	76%	71%		
RLA Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	79%	-	79%	-	-	-	-	-	78%		
2026 Growth Points	135.00	-	135.00	-	-	-	-	-	119.00		
2026 Total Tests	170	-	170	-	-	-	-	-	153		
2025 Academic Growth Score	75%	-	75%	-	-	-	-	-	74%		
Mathematics 2026 Target	69%	61%	68%	74%	69%	88%	70%	71%	66%		
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	71%	77%	81%	78%	90%	78%	79%	76%		
Mathematics Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	80%	-	80%	-	-	-	-	-	81%		
2026 Growth Points	136.00	-	136.00	-	-	-	-	-	124.50		
2026 Total Tests	170	-	170	-	-	-	-	-	153		
2025 Academic Growth Score	69%	-	69%	-	-	-	-	-	68%		
Total Points										18	24

School Progress: Closing the Gaps Continuation

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Progress in Achieving English Language Proficiency (EB Current)											
2026 Target									40%		
Next Interim Target (2027-28 through 2031-32)									42%		
Long Term Target (2037-38)									46%		
Points Earned for Accountability Rating									4		
Points Evaluated for Federal School Improvement									4		
2026 TELPAS Progress Rate									47%		
2026 TELPAS Progress									99		
2026 TELPAS Total									212		
2025 TELPAS Progress Rate									44%		
Total Points										4	4

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Student Success (Student Achievement Domain Score (STAAR Component Only))											
2026 Target	47	36	41	58	46	72	49	55	40		
Next Interim Target (2027-28 through 2031-32)	57	46	51	68	56	80	59	65	50		
Long Term Target (2037-38)	77	66	71	88	76	95	79	85	70		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 STAAR Component Score	62	-	62	-	-	-	-	-	61		
2026 % at Approaches GL Standard or Above	82%	-	82%	-	-	-	-	-	81%		
2026 % at Meets GL Standard or Above	64%	-	64%	-	-	-	-	-	62%		
2026 % at Masters GL Standard	40%	-	40%	-	-	-	-	-	39%		
2026 Total Tests	599	-	599	-	-	-	-	-	552		
2025 STAAR Component Score	59	-	59	-	-	-	-	-	58		
Total Points										9	12

Comprehensive Needs Assessment

AREA LEADS: C. Espinoza, L. Salinas, J. Ramirez



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed: Student Performance****Strengths**

Aida C. Escobar Elementary provides the teachers 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 Pk3-2nd and 3rd-5th.
- 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 2026 STAAR Performance results indicate academic gaps in mathematics.

- In RLA, 65% of all students reached Meets or above, compared with only 29% of current Special Education students. In Math, the difference was 62% overall versus 36% for Special Education. High
- RLA achievement has remained relatively stagnant, with the percentage of students achieving Meets Grade Level or above decreasing from 66% in 2025 to 65% in 2026. High Focus group also decreased from 63% to 62%.
- Emergent Bilingual students demonstrate a performance gap at the Meets Grade Level standard. In all subjects 64% of all students reached Meets or above, compared to with only 57% of current EB students
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. Did not meet Lone Star Governance for RLA and Math and 31% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The implementation of fairly newly adopted Elementary Reading, Writing, and Mathematics curriculums in supporting student achievement.

Goal Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

By the end of the current academic year, student achievement will improve from an average score of 92 (an A grade) to 95, demonstrating a 3% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

OBJECTIVE 1: The percentage of all students that score meets grade level or above on STAAR combined all subjects will increase from 64% in June 2026 to 67% by June 2027. (demonstrating a 3% increase)

Strategy 1: Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Develop and Share a Weekly Schedule:**

Create a consistent calendar of internalization sessions and distribute it to all teachers at the beginning of each week.

- **Assign Roles and Materials in Advance:**

Ensure each teacher receives their assigned lesson plans and guiding materials at least 48 hours before the session to allow for adequate preparation.

- **Facilitate Collaborative Planning and Feedback:**

Use each session to collaboratively walk through lesson objectives, anticipate student misunderstandings, and provide space for peer feedback and refinement

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Professional Development from outside campus personnel • Support from Regional ESC • Research Based Instructional Materials	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Create a Walkthrough Schedule and Rotation Plan:**

Develop a weekly or bi-weekly calendar that ensures all instructional areas are observed regularly, with leadership team members rotating to provide diverse perspectives.

- **Use a Standardized Walkthrough Tool:**

Implement a consistent observation form aligned to curriculum expectations (e.g., lesson objectives, instructional strategies, student engagement) to collect meaningful data.

- **Debrief and Provide Timely Feedback:**

After each walkthrough, hold brief debrief sessions to identify trends and immediately share actionable feedback with teachers to support instructional improvement through portal too.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum Trainings • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • Calibration training for administration • T-Tess PD goals	• Walkthrough documents • Feedback forms • Walkthrough and Observation schedule	• BM1 and BM2 scores show increases in student achievement and student performance growth • Technology Reports	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 3: Providing tiers 2 and 3 students with tutorials to enhance the learning and close the gaps.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Strategies, Tutors

Action Steps:

- Use Data-Driven Grouping and Scheduling
- Schedule tutorials during built-in intervention blocks, before/after school, or during lunch to minimize disruption to core instruction.
- Train and Support Intervention Staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • Reading by Desing (RBD) • I-Ready • Lead4ward resources	• Training Agenda • Collaborative Learning Community Meetings • Tutorial lesson plans • Attendance sheets • Tutorial schedule	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

OBJECTIVE 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 80% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

Strategy 1: Monitor all students' progress on a biweekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Resource Teachers

Action Steps:

• **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

• **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

• **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions on going • Saturday Academies • Sci Tech program to enhance vocabulary of content • IEPs	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Supplemental Aids	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • PR and Report Cards	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Monitor all student progress on a weekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Data Walls	• 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

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Use Progress Monitoring to Drive Goal Setting and Student Ownership**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps**

- Set individual academic progress goals for every student, using STAAR progress targets as benchmarks.
- Teach students to track their own progress using student agency folders, goal sheets, or reflection journals.
- Hold regular student-teacher conferences to discuss growth and make adjustments to learning strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Student agency folders provided by the district.	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Writing Samples	• 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

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Childhood**

The percentage of all Early Literacy students that score below Kinder Readiness will increase from 67% to 80%.

OBJECTIVE 1: Increase the percentage of Early Literacy students scoring **below Kinder Readiness** from 67% to 80% by the end of the academic year, demonstrating a 13% **increase** through targeted instruction, early interventions, and consistent progress monitoring.

Strategy 1: Small group implementation to target students

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Implement Tiered Literacy Instruction Using Small Group Rotations:**
Use diagnostic assessments to group students based on specific literacy skill gaps (phonemic awareness, letter recognition, etc.).
- **Develop and Schedule Daily Small Group Rotations:**
Plan engaging, skill-focused lessons aligned to Kinder Readiness standards.
- **Monitor Progress and Document Growth:**
Maintain a data tracker to record student performance and instructional focus.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Foundation of Literacy • Intervention schedule	• Lion/Leon Reports • Progress Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability • Inform Results

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Provide Targeted Early Interventions for At-Risk Students**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **Provide Targeted Early Interventions for At-Risk Students:**
Use research-based intervention programs tailored to each student's area of need.
- **Identify At-Risk Students Using Early Literacy Screeners:**
Administer baseline assessments within the first 4 weeks of school.
- **Monitor Progress and Adjust Interventions as Needed:**
Conduct bi-weekly progress monitoring using quick, targeted assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Foundation of Literacy • Intervention schedule	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability • Inform Assessment

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Engage Families Through Literacy-Focused Home Learning**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **Host Monthly Family Literacy Nights:**

Organize interactive workshops where families learn simple literacy strategies

- **Distribute Literacy Take-Home Kits:**

Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.

- **Communicate Weekly Literacy Tips via Digital Platforms:**

Use tools like ClassDojo or social media to share weekly reading tips.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Take-home books and literacy materials • Family literacy nights • ClassDojo • Printing and instructional materials • Bilingual resources • Campus/district literacy resources and curriculum materials • Curriculum Night	• Sign in sheets for Literacy night & Curriculum night • Communication logs • Calendars	• Increase of family participation • Homework completion • Growth in Iready • Individual reading growth goals	• Family participation data • TPRI/ Tejas Lee • Iready • Age of Learning

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Childhood**

OBJECTIVE 2: By the end of the school year, **80% of early childhood students** will demonstrate growth in foundational reading fluency skills — including **letter naming, phonological awareness, and oral language expression** — as measured by developmentally appropriate assessments.

Strategy 1: Implement Daily Phonological Awareness Activities

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Plan Weekly Skill Focus and Daily Mini-Lessons:**
Use consistent routines (e.g., “sound of the day,” chant, or interactive chart) to reinforce repetition.
- **Integrate Spiral Review into Daily Literacy Routines:**
Use a skill progression chart to guide instruction and ensure students revisit and build on prior knowledge.
- **Reinforce Skills Across Centers and Small Groups:**
Enforce blended learning that match the weekly skill focus using hands-on materials (e.g., picture sorts, matching cards, letter tiles).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Age of Learning	• Lion/Leon Reports • Monitoring • Blended Learning folders • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Technology Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability • Inform Assessment

Goal Area 1: Effective Teaching and Learning

Strategy 2: Build letter recognition and sound association through targeted instruction

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach, EC Specialist

Action Steps:

- 1) **Conduct Ongoing Letter-Sound Assessments to Group Students by Skill Level:**
Update data every 4–6 weeks to ensure instruction stays responsive to student growth.
- 2) **Deliver Daily, Small Group or Individualized Letter-Sound Instruction:**
Deliver Daily, Small Group or Individualized Letter-Sound Instruction
- 3) **Reinforce Letter-Sound Connections Through Literacy Centers and Play:**
Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Center Activities • Multisensory items	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Technology Reports	• Formative assessments • Progress Monitoring • Student checklist

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Increase Oral Language Opportunities Through Interactive Read-Alouds**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach, Integration Specialist**Action Steps:**

- 1) **Develop oral language expression and vocabulary**

Use open-ended questions to encourage student talk (e.g., “What do you think will happen next?”).

- 2) **Plan and Conduct Daily Interactive Read-Alouds with Rich Vocabulary:**

Use expression, gestures, and visual supports to model fluent oral language and support comprehension.

- 3) **Extend the Read-Aloud with Retelling and Oral Storytelling Activities:**

Provide opportunities for students to create their own oral stories or endings using pictures or storyboards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Canva • TEAMS	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists • Canva projects	• Student Achievement gains • Results Driven Accountability • Technology Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability • Exit Tickets • Turn and talk • Rubrics

AREA LEADS: C. Espinoza, L. Salinas, J. Ramirez, L. Rodriguez



GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance

Strengths

Aida C. Escobar provides the teachers 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 and 3rd-5th
- 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 2026 STAAR Performance results indicate academic gaps in mathematics.

- EB students show noticeable **drops in performance** from 2023 to 2026 across **Approaches and Meets** levels.
- Low Masters-Level Performance
- Meets levels for EB students are consistently dropping in 2026:
 - EB Math: 23-58% to 26-56%
 - EB RLA: 23-58% to 26- 55%

Decline in Approaches and

Meets Math (All Students)

- 2023: 91% App / 65% Meets
 - 2026: 80% App / 62% Meets
- Drastic drop in Approaches and Meets suggesting a need for **urgent Tier 2 and Tier 3 interventions**. Professional development for teaching math fluency must be provided at all grade levels.
- The 2026 3rd Grade Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- Special Education (Current) Student Group in RLA at Meets Grade Level Standard or Above was at 29%.

Goal Area 2: Student Supports**Annual Goal 2: School Progress**

By May 2027, Aida C. Escobar Elementary will increase overall student progress by improving performance among special populations.

OBJECTIVE 1: Implement targeted language acquisition for English Learners (ELs), aligned with TELPAS domains and best instructional practices.

Strategy 1: Use Sentence Stems & Frames to Support Academic Language

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Embed Stems in Daily Content Objectives & Tasks:**
Display sentence stems alongside your learning objective or essential question.
- **Use Partner or Group Talk with Scaffolded Prompts:**
During collaborative activities (like Think-Pair-Share or group discussions), assign stems to guide student responses.
- **Create a Classroom Language Wall or Toolkit:**
Build an interactive display or provide student folders with categorized sentence stems (e.g., for compare/contrast, summarize, justify, analyze).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calenda • I-Ready • State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS Prompts • SAVAAS • Summit K12	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • District visits from specialists • Student Work Samples	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Inform • Weekly Progress Monitoring

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Pre-Teach Vocabulary with Visual Supports:**

Before introducing new content, select key academic vocabulary and pair each word with a **picture, diagram, or gesture**.

- **Use Realia and Hands-On Materials During Instruction:**

Bring in **real objects** or **manipulatives** related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).

- **Create Visual Word Walls or Interactive Vocabulary Journals:**

Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., “A ____ is used to ____.”)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calenda • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Technology usage to enhance 4 domains • Campus Instructional Technology	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly • Student journals • Usage of Sentence stems	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • Exit ticket data	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Inform • Weekly Progress Monitoring

Goal Area 2: Student Supports**Strategy 3: Incorporate Structured Collaborative Conversations****Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Establish and Teach Conversation Norms & Roles:**

Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like *Speaker, Listener, Questioner, or Recorder.*)

- **Use Sentence Stems and Conversation Prompts:**

Provide students with sentence starters to guide academic discussion.

- **Implement Consistent Routines like Think-Pair-Share or Socratic Circles:**

Build collaborative talk into daily instruction with routines such as:

- Think-Pair-Share: Students think individually, share with a partner, then with the group.
- Socratic Circles: Structured peer-led discussions around a text or topic.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calenda • I-Ready • State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program • Techniques and classroom management expectations	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Fluency checks • CIF strategies	• 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 Inform

Goal Area 2: Student Supports

OBJECTIVE 2: Implement individualized intervention plans aligned to each student’s IEP, with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Select and Implement Appropriate Tools Based on Goal Type and Skill Area:**

Choose reliable progress monitoring tools that directly align with each student’s IEP goals in areas like reading, math, or writing.

- **Establish a Biweekly or Monthly Progress Monitoring Schedule:**

Follow district schedule for administering short assessments or collecting data samples to help track growth trends, identify areas of concern early, and keep students on track toward their interim goals.

- **Record and Analyze Data to Adjust Instruction as Needed**

Document data in an organized system and review results regularly to inform instructional changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Student Agency Folders	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Student Agency Folders data	• 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 Inform

Goal Area 2: Student Supports**Strategy 2:** Hold Collaborative Data Review Meetings Each Quarter**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Schedule Quarterly Meetings and Invite Key Stakeholders:**

Set dates at the beginning of the year for data review meetings and invite all relevant staff—Special Education teachers, general education teachers, interventionists, and administrators.

- **Prepare and Share Student Data in Advance:**

Compile progress monitoring data, IEP goal updates, and classroom performance records ahead of the meeting. Use a standardized template for consistency.

- **Develop and Document Action Plans Based on Data:**

During the meeting, identify students who are on track and those needing instructional adjustments. Create specific next steps and assign responsibilities. Instruction is adjusted in a timely, targeted way, and all team members understand their roles in supporting student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • TXRL • monitoring system • RBD- Reading by design • State and local student data • Campus based progress monitoring system	• 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 • IReady Inform

Goal Area 2: Student Supports**Strategy 3:** Conduct Regular IEP-Driven Small Group or 1:1 Instruction**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Create an Instructional Schedule Based on Student IEP Service Minutes:**

Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.

- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**

Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)

- **Track Student Participation and Progress After Each Session:**

Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • SuccessEd program • professional development on tier 2/3 instructions	• 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 [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Inform

AREA LEADS: C. Espinoza, L. Salinas, J. Ramirez



GOAL AREA 3: Leadership Growth**Areas Reviewed: Student Performance****Strengths**

Aida C. Escobar provides teachers with a standards-aligned Guaranteed and Viable Curriculum as well as a scope and sequence. The district curriculum is developed and adjusted after the district's 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.
- 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 2026 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2026 across **Approaches, Meets, and Masters** levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2026:
 - 3rd Math: 10%
 - 3rd Reading: 9%
 - 5th Science: 6%

Decline in Approaches and Meets

For example, 5th grade Reading:

- 2023: 100% App / 78% Meets / 40% Masters
- 2025: 48% App / 25% Meets / 8% Masters
- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.

Goal Area 3: Leadership Growth

Annual Goal 1: All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction

OBJECTIVE 1: By the end of each instructional week, 100% of teachers will submit weekly lesson plans that include clear learning objectives, differentiated activities, and aligned formative assessments, ensuring instructional time is purposeful and standards-based.

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Develop and share a consistent lesson plan template that includes required components: learning objectives, differentiation strategies, and formative assessments.
- Include embedded prompts/examples to guide teachers in completing each section effectively.
- Offer training at the beginning of the year and refresher sessions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • district lesson plans templates • Google drive folders • technology tool to revise, create, and edit lesson plans	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • annotated lesson plans using technology	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • progress and report cards	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • iReady Inform • Math • Reading • TPRI/Tejas Lee • KPM • LION/LEON

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Establish dedicated **CLC (Collaborative Learning Community)** or common planning time for teams to collaborate on lesson planning. Provide diverse perspectives.
- Assign an **instructional coach or team lead** to review, support, and provide feedback before plans are submitted.
- Use these sessions to align pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • annotated lesson plans using technology	• Walkthrough documents	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • iReady Inform • KPM • TPRI/Tejas Lee • LION/LEON

Goal Area 3: Leadership Growth

Strategy 3: Monitor and Provide Timely Feedback

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Create a system for **weekly review of submitted plans** using a simple rubric or checklist.
- Provide timely feedback (within 48 hours), highlighting strengths and suggesting improvements.
- Recognize and share exemplar lesson plans in team meetings or newsletters to build capacity and celebrate quality planning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • i-Ready Inform • Walkthrough

Goal Area 3: Leadership Growth

OBJECTIVE 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by May 2026.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Analyze evaluation trends (e.g., T-TESS domains) to identify common areas of growth across staff.
- Create personalized professional development plans aligned to evaluation feedback.
- Offer coaching cycles, model lessons, and peer observations tied to growth areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • campus instructional rounds	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • peer to peer observations	• 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 Inform

Goal Area 3: Leadership Growth

Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use evaluation system data to identify traits and competencies of high-performing teachers.
- Design interview protocols that assess those same competencies.
- Involve high-performing teachers in the recruitment process to attract quality candidates and build leadership.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • TIA designated teachers • On going professional development	• Walkthrough documents • peer to peer observations • summative evaluations	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Inform

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).
- Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).
- Conduct mid-year check-ins to discuss evaluation progress and career development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • TIA designated teachers • Banners for recognition for classrooms • Year- at- a- Glance, • Weekly Lessons • District wide contest • TEEMS platform for evaluations • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings • shout out wall	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready Inform

STUDENTS

OUR PSJA FAMILY

EMPLOYEES

PARENTS

GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

Aida C. Escobar provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district's 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 with 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.
- 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 2026 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show noticeable drops in performance from 2023 to 2026 across Approaches, Meets, and Masters levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2026:
 - 3rd Math: 10%
 - 3rd Reading: 9%
 - 5th Science: 6%

Decline in Approaches and Meets

For example, 5th grade Reading:

- 2023: 100% App / 78% Meets / 40% Masters
- 2025: 48% App / 25% Meets / 8% Masters
- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.

Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child's school will increase by 30%.

OBJECTIVE 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Content Teachers, Counselor, Parental Director, Parental Educator, Community Engagement Recruiters

Action Steps:

- **Design a monthly calendar:**

Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)

- **Collaboration with Staff and Community Partners:**

Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.

- **Promote Events and Encourage Participation:**

Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Campus Social Media • Newsletter/ Monthly Calendar • Parental Educator/Director • Administrators • Counselor • Content Teachers • Technology Staff • Community Recruiters • Student Organizations/ Clubs	• Monthly Calendar / Newsletter • Sign-In Sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings / events • Parent Contact Logs • Flyers • Social Media posts	• Parent survey • Increased participation of families • Increased parent knowledge of academic programs/resources • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Parent survey results • Participation rates • Performance • Progress toward 30% annual goal

Goal Area 4: Family Community

Strategy 2: Offer mini workshops for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration, and enhancing academic support at home.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School Administration, Content Teachers, Counselor, Parental Director, Parental Educator, Community Engagement Recruiters

Action Steps:

- **Identify Key Workshop Topics Through Family Input:**

Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.

- **Schedule and Promote Monthly Parent Workshops:**

Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.

- **Send Home Resources for Continued Support:**

After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Campus Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters • Technology/PR Staff	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat • One on One meetings • Accountability Report • Increased parent knowledge/confidence • Increased use of academic resources at home	• Survey results • Participation • Performance • Teacher feedback

Goal Area 4: Family Community

Strategy 3: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School Administration, Content Teachers, Counselor, Parental Director, Parental Educator, Community Engagement Recruiters

Action Steps:

- **Plan Culturally Inclusive Events That Reflect the School Community:**
Host family-centered celebrations such as a **Fall Festival**, **Posada**, and **Christmas Play**, incorporating traditions, food, and customs from the school's diverse cultures.
- **Showcase Student Talent and Cultural Expression:**
Integrate student-led performances into each event and display art projects that reflect family traditions.
- **Create Opportunities for Family Participation and Leadership:**
Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Campus Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters • Technology/PR Staff	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance • Teacher feedback

Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2026–2027 school year, the campus will **increase and maintain an average daily student attendance rate of 95% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Content Teachers, Counselor, Parental Director, Parental Educator, Community Engagement Recruiters

Action Steps:

- **Launch a Family & Community Attendance Awareness Campaign**
Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.
- **Implement an Early Intervention & Support System**
Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.
- **Celebrate and Recognize Attendance Milestones**
Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact log • Sign-in sheets • ARP login • Monthly calendars / newsletters • Photos	• Attendance Reports • Accountability Report • Increased family participation • Increased parent knowledge	• Increased student participation • Attendance rate • Performance • Progress towards goal • Feedback from families • Family Engagement

Goal Area 4: Family Community

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to promote the value of daily attendance, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental Director, Parental Educator, Community Engagement Recruiters

Action Steps:

- **Family Nights:**

Host family nights that focus on building attendance habits and routines with tools and resources to increase awareness of how attendance impacts academic achievement and future success.

- **Communication Plan:**

Include attendance updates and tips in monthly newsletters, social media, texts, and phone calls to keep parents informed and engaged.

- **Attendance Ambassadors program:**

This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences to offer support, encouragement, and resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking System • Classroom Banners • Incentives and Recognitions • Certificates and Awards • ARP Program • Community Partnerships and Volunteers	• Parent Contact Logs • Sign-In Sheets • ARP Login • Newsletter • Social Media Posts	• Attendance Reports • Accountability Report • Reduction of Chronic Absenteeism • Improved Student Participation	• Student Participation • Daily Attendance Rates • Family Engagement • Feedback from Families • Progress Toward Attendance Goals

Goal Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School Administration, Content Teachers, Counselor, Parental Director, Parental Educator, Community Engagement Recruiters

Action Steps:

- **Attendance Data Tracking:**

Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.

- **Weekly data:**

Review attendance data weekly to flag students below 95%.

- **Intervention Plans:**

Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact logs • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report • Reduction of Chronic Absenteeism • Improved student participation	• Student participation • Student performance • Daily attendance rates • Progress toward attendance goal



Aida C. Escobar Elementary
Parent & Family Engagement (PFE) Policy



2025-2026 Parent & Family Engagement (PFE) Program	
What is it?	Aida C. Escobar Elementary is committed to our vision: Every student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity. Students Today. Graduates Tomorrow. Leaders Forever. As a PSJA family, we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's needs.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home-school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School-Parent Compact and the Campus Improvement Plan.



Aida C. Escobar Elementary Parent & Family Engagement (PFE) Policy



	It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
How to be Involved	Parents are invited to become parent volunteers by completing volunteer forms and attending an orientation. They, along with parents that are not volunteers, are invited to family training and activities. A variety of media tools are used to invite parents to meetings including but not limited to, personal phone calls, class dojo, mass messenger, personal invite, etc.
Family Trainings/Activities	Family <u>trainings</u> are <u>opportunities</u> for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these <u>trainings</u> and school events empowers families to support their children's learning at home, strengthen relationships with the school community, and become active partners in their child's academic and social success. • Meet the Teacher Night/Open House on campus (August 2025 and March 2026) • Parent-Teacher Conferences (All Grade Levels-August 2025-May 2026) • Adult Literacy Courses for Parents (September 2025-May 2026) • High Skill Courses for Parents (Welding, Forklift, Phlebotomy, CPR, HVAC, Substitute Course, Etc.) • Cultural Family Night (September 2025) • Halloween Trunk/Treat Family Night (October 2025) • Red Ribbon Parade (October 2025) • District Conference Showcase (October 2025) • National Parent Involvement Day (November 2025) • School Health Advisory Meetings (November 2025, March 2026, May 2026) • Special Education Parent Conference (September 2025) • Cafe Sessions with Counselors (September 2025-May 2026) • Christmas Posada Family Event (December 2025) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2025, December 2025 and March 2026) • Title I Campus Meetings (September 2025) • Campus Policy Campus Meetings (November 2025) • Campus Compact Meetings (February 2026) • Campus Plan Feedback Meetings (April 2026) • Attendance Meetings (October 2025)



Aida C. Escobar Elementary Parent & Family Engagement (PFE) Policy



	- Curriculum Meetings (December 2025) - STAAR/TELPAS Assessment Meetings (January 2026)
Curriculum	Aida C. Escobar Elementary <u>utilizes high-quality</u> curriculum that supports student success. - TEKS (Texas Essential Knowledge and Skills) Resource System - Summit K-12 - Age of Learning - Beanstack - SAVAAS - i-Ready (math and reading) - Magnetic/Mosaico - Bluebonnet (math)
Forms of Academic Assessments	Aida C. Escobar Elementary has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via an assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.
Expected Achievement levels on academic Assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Aida C. Escobar Elementary tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. Escobar welcomes any ideas, feedback and/or concerns; we value each family in our school district.



Aida C. Escobar Elementary Parent & Family Engagement (PFE) Policy



School-Parent Compact				
	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	- Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. - Implement lessons and activities aligned with sustainability goals. - Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. - Allow parents to participate in academic and extracurricular decisions affecting their children. - Engage parents through varied family engagement activities: - Implement team-oriented sessions offering literacy strategies for all parents. - Host meetings covering a variety of relevant topics,	- Provide a dedicated learning space at home for studying, completing homework, and using technology. - Support their child's learning through ongoing dialogue, homework assistance, and active listening. - Attend parent meetings where educational and extracurricular decisions are discussed. - Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	- Be open to new ideas and learn from others. - Attend school daily and be punctual. - Behave responsibly and follow all school rules. - Always strive to improve academically and personally. - Work collaboratively with others to enhance learning experiences. - Treat others with respect and dignity. - Ask for help when support is needed in learning.	To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through: - The PSJA District Website, Parent Website, and Campus Websites - Parent-Teacher conferences and phone calls - Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families - Progress Reports every three weeks - Report Cards every six weeks

We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!

This policy is also available in Spanish. (Esta política también está disponible en español.)

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.