



Campus Improvement Plan

Augusto “Gus” Guerra Elementary
2026-2027

Submitted for Board Approval on : September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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MISSION STATEMENT

Our mission at Augusto “Gus” Guerra Elementary is to provide a balanced learning experience; one that challenges every student to engage in experiences that will equip them to become successful, well-rounded individuals of today’s multicultural, modern society. Our team at Guerra Elementary is ready and committed to collaborate with our parents and community to ensure that every student has the experiences and resources necessary to achieve the highest levels of success.

VISION STATEMENT

Augusto “Gus” Guerra Elementary students are actively involved and prepared to collaborate, compete, and become multicultural life-long learners.



District Strategic Direction



Campus Executive Summary

Demographics:

Augusto Guerra Elementary serves students from Alamo, Texas, who come similar backgrounds and way of life.

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

		All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count		717	360	357	99	365	27	708	10	683
Percent			49.8%	50.02%	13.8%	50.08%	3.8%	98.9%	1.4%	95.3%

With the district's proximity to Mexico, 59.9% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment: Augusto Guerra Elementary has been rated an "A" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 83. In Domain II, School Progress (90), Academic Growth (90) and Relative Performance (90) with an Eco Dis at a 98.9%. And last, Domain III, Closing the Gaps, Augusto Guerra scored a 92. The overall 2026 Accountability Rating for Name of School was a score of 91. In grades 3-5 all tested STAAR subjects, 593 test were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment: Augusto Guerra Elementary offers a rigorous, standards-aligned curriculum designed to build a strong academic foundation and prepare students for success in middle school, high school, college, and beyond. Students receive instruction from highly qualified elementary educators, many of whom hold bilingual, ESL, and other specialized certifications, as well as advanced degrees. The campus offers dual-language instruction and provides opportunities for students to participate in UIL academic events, Fine Arts, physical education, and enrichment activities. Students requiring additional academic support may receive targeted interventions, small-group instruction, and tutoring before school, after school, or through designated Saturday academies.

Summary of Goals: At Guerra Elementary, our goal is to enhance student achievement and academic growth by improving performance in Domain I (Student Achievement) and Domain II (Student Progress), while maintaining a strong focus on Domain III to ensure all students reach their fullest potential.



The Campus Lead Team / Campus SBDM Committee

Roel Faz, Principal

Berlinda Cabrera, Assistant Principal

Joseph Alvarez, Assistant Principal

Martha Aguilar, Counselor

Crystal Leal, Counselor

Michelle Inocencio, CLL

Angelica Cruz, Reading Interventionist

Rene Hernandez, Coach & Safety Committee Member Leader

Brittany Sanchez, Science Lab Teacher & Safety Committee Member

Cynthia Perales, Music Teacher & Safety Committee Member

Minerva Lazo, Librarian



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. Discipline Referrals
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

Campus Overall Summary

2026 Accountability Rating Overall Summary
AUGUSTO GUERRA EL (108909126) - 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		91	A	
Student Achievement		83	B	0%
STAAR Performance	55	83		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	70%
Academic Growth	80	90	A	✓
Relative Performance (Eco Dis: 98.9%)		90	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



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps



Identification of Schools Improvement

Texas Education Agency

2026 Identification of Schools for Improvement
AUGUSTO GUERRA EL (108909126) - 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	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	0	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	3	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	0	-	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	-	0	-	-	-	-	-	3	3	3	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	1
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	3	0
2025	-	3	-	-	-	-	-	3	3	3	3	3
2026	-	3	-	-	-	-	-	3	3	3	0	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									4			

Student Achievement 2026 STAAR Performance

2026 STAAR Performance AUGUSTO GUERRA EL (108909126) - 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	252	253	88	-	593	
Approaches GL or Above	193	197	78	-	468	79%
Meets GL or Above	148	143	53	-	344	58%
Masters GL	78	66	30	-	174	29%
Total Percentage Points						166%
Component Score						55

Student Achievement 2026 STAAR Performance

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	79%	-	79%	-	-	-	-	-	79%
At Meets GL Standard or Above	58%	-	58%	-	-	-	-	-	58%
At Masters GL Standard	29%	-	29%	-	-	-	-	-	29%
Number of Tests									
At Approaches GL Standard or Above	468	-	468	-	-	-	-	-	468
At Meets GL Standard or Above	344	-	344	-	-	-	-	-	344
At Masters GL Standard	174	-	174	-	-	-	-	-	174
Total Tests	593	-	593	-	-	-	-	-	593
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	77%	-	77%	-	-	-	-	-	77%
At Meets GL Standard or Above	59%	-	59%	-	-	-	-	-	59%
At Masters GL Standard	31%	-	31%	-	-	-	-	-	31%
Number of Tests									
At Approaches GL Standard or Above	193	-	193	-	-	-	-	-	193
At Meets GL Standard or Above	148	-	148	-	-	-	-	-	148
At Masters GL Standard	78	-	78	-	-	-	-	-	78
Total Tests	252	-	252	-	-	-	-	-	252
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	78%	-	78%	-	-	-	-	-	78%
At Meets GL Standard or Above	57%	-	57%	-	-	-	-	-	57%
At Masters GL Standard	26%	-	26%	-	-	-	-	-	26%
Number of Tests									
At Approaches GL Standard or Above	197	-	197	-	-	-	-	-	197
At Meets GL Standard or Above	143	-	143	-	-	-	-	-	143
At Masters GL Standard	66	-	66	-	-	-	-	-	66
Total Tests	253	-	253	-	-	-	-	-	253
Science									
Percent of Tests									
At Approaches GL Standard or Above	89%	-	89%	-	-	-	-	-	89%
At Meets GL Standard or Above	60%	-	60%	-	-	-	-	-	60%
At Masters GL Standard	34%	-	34%	-	-	-	-	-	34%
Number of Tests									
At Approaches GL Standard or Above	78	-	78	-	-	-	-	-	78
At Meets GL Standard or Above	53	-	53	-	-	-	-	-	53
At Masters GL Standard	30	-	30	-	-	-	-	-	30
Total Tests	88	-	88	-	-	-	-	-	88

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

AUGUSTO GUERRA EL (108909126) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	257.0	1	257.00
Accelerated Learning Points Earned	42	0.25	10.50
Sum of Annual Growth plus Accelerated Learning Points			267.50
Total Tests Evaluated			336
Academic Growth Score			80

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

AUGUSTO GUERRA EL (108909126) - 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	98.9%	55	90
College, Career, and Military Readiness			
Relative Performance			90

School Progress: Closing the Gaps

Texas Education Agency

2025 Closing the Gaps

AUGUSTO GUERRA EL (108909126) - 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

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

School Progress: Closing the Gaps Continuation

Additional Groups															
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant	
Academic Achievement Status															
Reading/Language Arts (RLA) 2025 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a	
2025 % at Meets GL Standard or Above	59%	58%	100%	89%	55%	56%	36%	63%	61%	53%	36%	-	*	22%	
2025 # at Meets GL Standard or Above	161	156	5	8	88	90	20	5	128	33	4	-	*	2	
2025 Total Tests (Adjusted)	273	268	5	9	159	161	56	8	211	62	11	-	*	9	
2024 % at Meets GL Standard or Above	54%	53%	--		48%	48%	32%	64%	55%	49%	--	-	--	33%	
Mathematics 2025 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a	
2025 % at Meets GL Standard or Above	52%	52%	20%	100%	54%	55%	38%	63%	52%	52%	36%	-	*	22%	
2025 # at Meets GL Standard or Above	141	140	1	9	86	88	21	5	109	32	4	-	*	2	
2025 Total Tests (Adjusted)	273	268	5	9	159	161	56	8	211	62	11	-	*	9	
2024 % at Meets GL Standard or Above	48%	48%	--		48%	48%	41%	64%	47%	52%	--	-	--	0%	
Academic Growth Status															
RLA 2025 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a	
2025 Academic Growth Score	79%	78%	*	94%	74%	74%	73%	50%	79%	77%	113%	-	*	*	
2025 Growth Points	147.00	143.00	*	8.50	81.75	83.75	21.75	3.00	108.50	38.50	6.75	-	*	*	
2025 Total Tests	187	183	*	9	111	113	30	6	137	50	6	-	*	*	
2024 Academic Growth Score	72%	71%	--		66%	66%	50%	--	76%	62%	--	-	--	50%	
Mathematics 2025 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a	
2025 Academic Growth Score	70%	70%	*	78%	76%	77%	77%	88%	67%	76%	96%	-	*	*	
2025 Growth Points	130.00	129.00	*	7.00	84.75	86.75	23.00	5.25	92.00	38.00	5.75	-	*	*	
2025 Total Tests	187	183	*	9	111	113	30	6	137	50	6	-	*	*	
2024 Academic Growth Score	67%	66%	--		69%	69%	69%	--	65%	75%	--	-	--	17%	

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
Federal Graduation Rate Status														
2025 Target	90.0%	86.7%	n/a	n/a	n/a	80.0%	79.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	92.7%	90.5%	n/a	n/a	n/a	86.0%	85.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	98.0%	98.0%	n/a	n/a	n/a	98.0%	98.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024 % Graduated	-	-	-	-	-	-	-				-	-	-	-
2024 # Graduated	-	-	-	-	-	-	-				-	-	-	-
2024 Total in Class	-	-	-	-	-	-	-				-	-	-	-
2023 % Graduated	-	-	-		-	-	-				-	-	-	-
Progress in Achieving English Language Proficiency (EB/EL Current)														
2025 Target					49%									
Next Interim Target (2027-28 through 2031-32)					51%									
Long Term Target (2037-38)					55%									
2025 TELPAS Progress Rate					64%									
2025 TELPAS Progress					155									
2025 TELPAS Total					244									
2024 TELPAS Progress Rate					56%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2025 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
2025 STAAR Component Score	51	51	59	91	50	50	34	58	52	47	39	-	73	30
2025 % at Approaches GL Standard or Above	78%	77%	100%	100%	77%	77%	58%	79%	79%	75%	71%	-	100%	63%
2025 % at Meets GL Standard or Above	53%	53%	54%	92%	52%	53%	37%	58%	54%	49%	38%	-	100%	21%
2025 % at Masters GL Standard	22%	22%	23%	81%	20%	21%	8%	37%	24%	16%	8%	-	20%	5%
2025 Total Tests	639	626	13	26	368	374	131	19	489	150	24	-	5	19
2024 STAAR Component Score	46	46	69		43	43	30	55	47	43	28	-	--	17

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
School Quality (College, Career, and Military Readiness Performance)														
2025 Target	63%	56%	n/a	n/a	n/a	51%	64%	45%	67%	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	73%	66%	n/a	n/a	n/a	61%	74%	55%	76%	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	93%	86%	n/a	n/a	n/a	81%	94%	75%	95%	n/a	n/a	n/a	n/a	n/a
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2024 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2024 Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2023 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation 2024-25														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	*	100%
# Participants	282	277	5	9	164	166	59	8	214	68	12	-	*	10
Total Students	282	277	5	9	164	166	59	8	214	68	12	-	*	10
Mathematics														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	*	100%
# Participants	282	277	5	9	164	166	59	8	214	68	12	-	*	10
Total Students	282	277	5	9	164	166	59	8	214	68	12	-	*	10

Comprehensive Needs Assessment

AREA LEADS:

Roel Faz Principal

Berlinda Cabrera Assistant Principal

Joseph Alvarez Assistant Principal

Martha Aguila Counselor

Michelle Inocencio CLL

Angelica Cruz Reading Interventionist

Mary Alcala Teacher/Grade Level Chair

Yessica Garza Teacher/Grade Level Chair

Diana Ortega Teacher/Grade Level Chair

Norma Rodriguez Teacher/Grade Level Chair

Sara Martinez Teacher/Grade Level Chair

Nydia Lopez Teacher/Grade Level Chair

Racel Flores Teacher/Grade Level Chair



PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Area Reviewed: Student Performance

Strengths

Augusto Guerra Elementary provides teachers with a standards-aligned Guaranteed and Viable Curriculum, including a yearlong scope and sequence. District curriculum is developed and adjusted following analysis of state assessments, district benchmarks, formative assessments, and other student-performance data. The Curriculum and Instruction Department, district content coordinators, campus administrators, instructional coaches, and teacher leaders collaborate to support curriculum implementation and instructional improvement.

The district and campus provide teachers and instructional leaders with access to TEKS-aligned assessments that reflect the appropriate level of rigor. A comprehensive assessment platform provides timely data by student group, grade level, subject, item, and standard to support instructional planning and intervention. Additional strengths include:

- Curriculum, instructional resources, and assessments are aligned with the Texas Essential Knowledge and Skills and organized within a yearlong scope and sequence.
- Teachers implement district-adopted High-Quality Instructional Materials supporting foundational literacy, reading comprehension, writing, mathematics, science, and early-childhood instruction.
- Campus and district staff conduct regular data-review sessions and use results to adjust instruction, plan differentiated small groups, and provide targeted interventions.
- Instructional materials provide scaffolds and linguistic supports for Emergent Bilingual students, students receiving Special Education services, and other student populations.
- Professional learning is provided in response to classroom observations, assessment results, student needs, curriculum implementation, and campus-performance trends.
- Augusto Guerra Elementary earned an A accountability rating with an overall score of 91 and earned all six available distinction designations in 2026.
- School Progress earned an A with a score of 90; Academic Growth earned a component score of 80 and a scaled score of 90.
- Relative Performance earned an A with a score of 90 while serving a student population that was 98.9% economically disadvantaged.
- Closing the Gaps earned an A with a score of 92; the campus was not identified for comprehensive, targeted, or additional targeted support.
- Overall 2026 STAAR performance was 79% Approaches Grade Level or Above, 58% Meets Grade Level or Above, and 29% Masters Grade Level.
- RLA performance was 77% Approaches, 59% Meets, and 31% Masters Grade Level.
- Mathematics performance was 78% Approaches, 57% Meets, and 26% Masters Grade Level.
- Science performance was 89% Approaches, 60% Meets, and 34% Masters Grade Level.
- Student participation in both RLA and mathematics state assessments was 100%.



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Area Reviewed: Student Performance

Challenges

Although Augusto Guerra Elementary earned an A accountability rating with an overall score of 91 and all six distinction designations in 2026, continued improvement is needed to increase the percentage of students performing at the Meets and Masters Grade Level standards. Reading comprehension, written response, mathematics problem-solving, advanced academic performance, and achievement gaps among identified student groups remain areas requiring intentional monitoring and support.

- Overall STAAR performance was 79% Approaches Grade Level or Above, 58% Meets Grade Level or Above, and 29% Masters Grade Level.
- In RLA/Reading, 77% of students achieved Approaches, 59% achieved Meets, and 31% achieved Masters Grade Level.
- In mathematics, 78% of students achieved Approaches, 57% achieved Meets, and 26% achieved Masters Grade Level.
- In science, 89% of students achieved Approaches, 60% achieved Meets, and 34% achieved Masters Grade Level.
- Across all tested subjects, Emergent Bilingual students currently identified as EB/EL performed at 55% Meets Grade Level or Above, compared with 58% for all students.
- Across all tested subjects, students receiving Special Education services performed at 26% Meets Grade Level or Above, representing the campus's most significant achievement gap.
- The 29% overall Masters rate indicates a continued need to increase instructional rigor, depth of knowledge, productive struggle, and opportunities for students to demonstrate advanced mastery.
- Students receiving Special Education services require continued access to appropriately scaffolded grade-level instruction, specially designed instruction, targeted intervention, and frequent progress monitoring.
- Emergent Bilingual students require continued emphasis on academic vocabulary, oral-language development, reading comprehension, written response, and linguistically accommodated grade-level instruction.
- Professional learning and instructional coaching should continue to address constructed responses, evidence-based writing, reading comprehension, mathematics problem-solving, differentiation, and data-driven small-group instruction.
- RLA, mathematics, science, and intervention resources must be continuously monitored for alignment, implementation fidelity, accessibility, and effectiveness.
- Although Closing the Gaps earned an A with a score of 92 and the campus was not identified for support, subgroup performance must continue to be reviewed to sustain progress and prevent achievement gaps from widening.

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By the end of the 2026–27 academic year, Augusto Guerra Elementary will increase its Student Achievement domain score from **83–B to 90–A**, representing a seven-point increase. Progress will be measured through state assessments, district benchmarks, i-Ready diagnostics, curriculum-based assessments, student growth measures, and report-card performance. Targeted interventions, lesson internalization, data-driven instruction, and ongoing curriculum adjustments will be implemented to ensure the goal is attainable and aligned with the campus mission of improving academic achievement for all students.

Objective 1

The percentage of all students performing at **Meets Grade Level or Above on combined STAAR RLA and mathematics assessments will increase from approximately 58% in June 2026 to 64% by June 2027**, representing a six-percentage-point increase.

Strategy 1: Weekly Lesson Internalization

Weekly lesson-internalization sessions will be scheduled for teachers to ensure consistent preparation, alignment with the TEKS and High-Quality Instructional Materials, appropriate instructional rigor, and responsiveness to identified student needs.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, and Migrant funds

Persons Responsible: Principal, Assistant Principal, Campus Leadership Team, Collaborative Learning Leader, Reading Coach, instructional coaches, interventionists, and classroom teachers

Action Steps

- **Develop and communicate a weekly schedule:** Create a consistent calendar of lesson-internalization and collaborative-planning sessions and distribute it to teachers at the beginning of each week.
- **Assign roles and materials in advance:** Provide teachers with district curriculum documents, HQIM resources, lesson plans, guiding materials, student data, and instructional expectations at least 48 hours before each session.
- **Facilitate collaborative planning and feedback:** Use each session to examine lesson objectives, unpack the TEKS, identify the expected level of rigor, anticipate student misconceptions, and plan opportunities for student discourse, checks for understanding, and written response.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS and district curriculum documents • District curriculum calendars and pacing guides • Savvas instructional resources • Eureka Math • i-Ready Reading and Mathematics • District benchmarks and curriculum-based assessments • Campus progress-monitoring system • Professional development and instructional coaching • Regional Education Service Center support	• Annotated curriculum and lesson documents • Collaborative-planning and CLL agendas • Lesson-internalization checklists • Classroom walkthrough documentation • Small-group and intervention plans • Student-data review documentation • Coaching and feedback documentation • Professional-learning records • Intervention and enrichment documentation	• Increased RLA and mathematics performance • Increased percentage of students reaching Meets and Masters • Improved academic growth in RLA and mathematics • Reduced achievement gaps among Emergent Bilingual and Special Education students • Increased i-Ready diagnostic growth • Improved quality of student written responses • Improved instructional alignment and rigor • Improved fidelity of curriculum implementation • Increased TELPAS progress	• Classroom formative assessments • District benchmarks • STAAR interim and summative results • TELPAS results • i-Ready diagnostic and progress-monitoring data • Curriculum-based assessments • Student Growth Measures pre- and post-assessments • Student-work analysis • Results-Driven Accountability reports

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Goal Area 1: Effective Teaching and Learning

Strategy 2: Curriculum Implementation and Instructional Monitoring

The Augusto Guerra Elementary Campus Leadership Team will monitor implementation of the district curriculum and High-Quality Instructional Materials through collaborative instructional walkthroughs, classroom observations, student-work reviews, and ongoing data analysis. Monitoring will support continued improvement following the campus's 2026 A rating and all six distinction designations. Walkthroughs will focus on curriculum alignment, instructional rigor, student engagement, differentiation, and the academic and linguistic needs of all students.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, State Bilingual/ESL, Special Education, and State Compensatory Education funds

Persons Responsible: Principal, assistant principal, Campus Instructional Leadership Team, Collaborative Learning Leader, reading coach, instructional coaches, interventionists, and classroom teachers

Action Steps

- **Develop a walkthrough schedule and rotation plan:**

Create a weekly or biweekly walkthrough calendar that ensures all grade levels, content areas, special programs, and instructional settings are observed regularly. Campus leadership team members will rotate assignments to promote shared ownership and multiple perspectives.

- **Use a standardized walkthrough tool:**

Implement a consistent observation form aligned with the TEKS, district curriculum, HQIM expectations, and campus instructional priorities. The tool will monitor learning objectives, level of rigor, instructional strategies, checks for understanding, student engagement, differentiation, small-group instruction, academic vocabulary, and language supports.

- **Monitor the 2026 identified areas of need:**

Walkthroughs will intentionally monitor the rigor needed to increase the overall Masters rate beyond 29%, strengthen RLA performance beyond 59% Meets, strengthen mathematics performance beyond 57% Meets, and address the Special Education performance gap, with only 26% reaching Meets across all tested subjects. Monitoring will include reading comprehension, evidence-based writing and constructed responses, mathematics problem-solving, grade-level scaffolds, and targeted intervention.

- **Review student work and assessment data:**

Campus leaders and teachers will examine student work, formative assessments, district benchmarks, i-Ready diagnostics, TELPAS results, and STAAR performance to determine whether implemented instruction is producing the intended academic outcomes. Data will be disaggregated by content area and student group, including Emergent Bilingual and Special Education students.

- **Calibrate campus leadership practices:**

Campus administrators and instructional leaders will participate in periodic calibration walkthroughs to develop a shared understanding of instructional expectations, ensure consistency in observation ratings, and provide timely, actionable feedback connected to 2026 baseline data and 2027 campus goals.

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Goal Area 1: Effective Teaching and Learning

Strategy 2: Curriculum Implementation and Instructional Monitoring - continuation

• Debrief and provide timely feedback:

Following each walkthrough cycle, campus leaders will conduct brief debriefing sessions to identify instructional trends, celebrate effective practices, and provide teachers with specific, actionable, and timely feedback connected to the 2026 baseline data and 2027 campus goals.

• Monitor follow-through and instructional improvement:

Campus leaders will conduct follow-up walkthroughs, coaching sessions, student-work reviews, and data reviews to determine whether feedback is being implemented and whether changes in instructional practice are improving student performance, particularly at the Meets and Masters levels and for students receiving Special Education services.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus walkthrough forms and instructional look-fors • District curriculum and pacing guides • TEKS-aligned HQIM resources • Lesson plans and lesson-internalization documents • Instructional-rounds documentation • Student-work samples • i-Ready Reading and Mathematics • District benchmark and STAAR data • TELPAS data and linguistic-accommodation resources • Administrative calibration training • Regional Education Service Center support	• Completed walkthrough documentation • Weekly or biweekly walkthrough schedules • Written and verbal teacher-feedback forms • Campus leadership debrief agendas and notes • Classroom observation and follow-up records • Student-work review protocols • Coaching and support documentation • Evidence of instructional adjustments • Small-group and intervention plans • Calibration agendas and completed protocols • Professional-learning records	• RLA Meets Grade Level or Above increases from the 2026 baseline of 59% to at least 65% • Mathematics Meets Grade Level or Above increases from the 2026 baseline of 57% to at least 63% • Overall Masters Grade Level increases from the 2026 baseline of 29% to at least 35% • Academic Growth improves from the 2026 component score of 80 to at least 85 • Special Education performance increases from the 2026 all-subject baseline of 26% Meets to at least 32% • Emergent Bilingual performance increases from the 2026 all-subject baseline of 55% Meets to at least 61% • Closing the Gaps remains at an A while the campus sustains improvement across evaluated groups • Greater consistency in curriculum implementation, instructional rigor, and student engagement • Benchmark and i-Ready results show progress across instructional cycles	• Classroom formative assessments • District benchmarks • STAAR interim and summative results • TELPAS results • i-Ready diagnostic and progress-monitoring data • Student-work analysis • Curriculum-based assessments • Results-Driven Accountability reports • Walkthrough trend reports • Pre- and post-walkthrough comparisons • Campus data-review meetings

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Goal Area 1: Effective Teaching and Learning

Strategy 3: Augusto Guerra Elementary will provide targeted Tier 2 and Tier 3 interventions and tutoring to accelerate learning, address unfinished learning, and close identified achievement gaps using the 2026 accountability and STAAR results as the campus baseline.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, State Bilingual/ESL, Special Education, and State Compensatory Education funds

Persons Responsible: Principal, assistant principal, Campus Instructional Leadership Team, Collaborative Learning Leader, reading coach, instructional coaches, interventionists, Special Education and bilingual staff, and classroom teachers

Action Steps

- Use i-Ready, district benchmarks, classroom assessments, STAAR, TELPAS, and student-work data to identify students requiring Tier 2 or Tier 3 intervention and establish flexible, skills-based groups.
- Schedule targeted intervention and tutoring during designated intervention blocks, before or after school, and during Saturday academies when appropriate, while protecting core Tier 1 instruction.
- Provide explicit, TEKS-aligned instruction in reading comprehension, written response, foundational literacy, mathematics problem-solving, and science using district curriculum and approved intervention resources.
- Monitor student progress regularly, review results during PLC and MTSS/RTI meetings, regroup students based on demonstrated needs, and document intervention frequency, duration, and student response.
- Provide training, coaching, and collaborative-planning support to interventionists and classroom teachers to ensure consistent implementation and appropriate supports for Emergent Bilingual and Special Education students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● District curriculum and HQIM resources ● Savvas instructional resources ● Eureka Math ● i-Ready Reading and Mathematics ● Summit K12 ● Footsteps2Brilliance and Age of Learning ● District benchmarks and curriculum-based assessments ● STAAR and TELPAS data ● Intervention lesson plans and progress-monitoring tools ● Professional development and coaching support	● Tier 2 and Tier 3 student rosters ● Data-driven intervention groups ● Intervention and tutoring schedules ● Targeted intervention lesson plans ● Student attendance records ● PLC and student-data review documentation ● i-Ready progress-monitoring reports ● Student-work samples ● Coaching and intervention-support records	● RLA Meets Grade Level or Above increases from the 2026 baseline of 59% to at least 65% ● Mathematics Meets Grade Level or Above increases from the 2026 baseline of 57% to at least 63% ● Overall Masters Grade Level increases from the 2026 baseline of 29% to at least 35% ● Special Education performance increases from the 2026 all-subject baseline of 26% Meets to at least 32% ● Emergent Bilingual performance increases from the 2026 all-subject baseline of 55% Meets to at least 61% ● Academic Growth improves from the 2026 component score of 80 to at least 85 ● Accelerated i-Ready diagnostic growth and reduced learning gaps ● TELPAS progress is maintained or increased from the verified 2026 campus baseline ● Closing the Gaps remains at an A while subgroup achievement gaps decrease	● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● TELPAS results ● i-Ready diagnostic and progress-monitoring data ● Curriculum-based assessments ● Student-work analysis ● Intervention progress-monitoring reports ● Results-Driven Accountability reports ● Six-week student-data reviews

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

OBJECTIVE 2: Implement targeted, data-driven instruction and interventions in Reading and Mathematics that support individual student growth, increase the Academic Growth component score from **80 in 2026 to at least 85 in 2027**, and maintain an A rating in School Progress. Instruction will prioritize growth toward Meets and Masters Grade Level, particularly for students receiving Special Education services and other students requiring accelerated support.

Strategy 1: Monitor all students' progress on a biweekly basis in Reading and Mathematics.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, content coordinators, campus administration, classroom teachers, interventionists, and Collaborative Learning Leaders (CLLs)

Action Steps:

- **Data-Driven Small-Group Instruction:** Teachers will implement targeted small-group instruction in Reading and Mathematics at least three times per week using formative-assessment, benchmark, i-Ready, and student-work data to address specific learning needs.
- **Tiered Intervention Implementation:** Students performing below grade level will receive Tier 2 or Tier 3 support through MTSS/RTI, with progress monitored biweekly and instructional adjustments documented as needed.
- **Ongoing Teacher Collaboration and Planning:** Grade-level teams will engage in weekly collaborative learning meetings to analyze student data, internalize lessons, plan differentiated instruction, and align instruction to the TEKS and STAAR-readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS and district curriculum documents • District curriculum calendars and pacing guides • Savvas instructional resources • Eureka Math • i-Ready Reading and Mathematics • District benchmarks and curriculum-based assessments	• Annotated curriculum and lesson documents • Collaborative-planning and CLL agendas • Lesson-internalization checklists • Classroom walkthrough documentation • Small-group and intervention plans • Student-data review documentation	• Academic Growth component increases from 80 in 2026 to at least 85 in 2027 • School Progress maintains an A rating from the 2026 score of 90 • RLA Meets increases from 59% to at least 65% • Mathematics Meets increases from 57% to at least 63% • Overall Masters increases from 29% to at least 35% • Special Education Meets increases from the all-subject baseline of 26% to at least 32% • Emergent Bilingual Meets increases from the all-subject baseline of 55% to at least 61% • Increased i-Ready diagnostic growth and improved quality of student written responses	• Classroom formative assessments • District benchmarks • STAAR interim and summative results • TELPAS results • i-Ready diagnostic and progress-monitoring data • Curriculum-based assessments • Student Growth Measures pre- and post-assessments • Student-work analysis • Results-Driven Accountability reports

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Goal Area 1: Effective Teaching and Learning

Strategy 2: Monitor all students' progress on a weekly basis in Reading and Mathematics using the 2026 STAAR, Academic Growth, benchmark, and diagnostic results as the campus baseline.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, content coordinators, campus administration, classroom teachers, interventionists, and Collaborative Learning Leaders (CLLs)

Action Steps:

- **Data-Driven Small-Group Instruction:** Teachers will implement targeted small-group instruction in Reading and Mathematics at least three times per week using formative-assessment, benchmark, i-Ready, student-work, and 2026 STAAR data to address specific student learning needs.
- **Tiered Intervention Implementation:** Students performing below grade level will receive Tier 2 or Tier 3 support through MTSS/RTI, with progress monitored weekly and instructional adjustments documented as needed.
- **Ongoing Teacher Collaboration and Planning:** Grade-level teams will engage in weekly collaborative learning meetings to analyze student data, internalize lessons, plan differentiated instruction, and align instruction to the TEKS and STAAR-readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum documents ● District curriculum calendars and pacing guides ● Savvas instructional resources ● Eureka Math ● i-Ready Reading and Mathematics ● District benchmarks and curriculum-based assessments	● Annotated curriculum and lesson documents ● Collaborative-planning and CLL agendas ● Lesson-internalization checklists ● Classroom walkthrough documentation ● Small-group and intervention plans ● Weekly student-data review documentation	● Academic Growth increases from the 2026 component score of 80 to at least 85 ● School Progress maintains an A from the 2026 score of 90 ● RLA Meets increases from 59% to at least 65% ● Mathematics Meets increases from 57% to at least 63% ● Overall Masters increases from 29% to at least 35% ● Special Education Meets increases from 26% to at least 32% across tested subjects ● Emergent Bilingual Meets increases from 55% to at least 61% across tested subjects ● Increased i-Ready diagnostic growth and improved student written responses	● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● TELPAS results ● i-Ready diagnostic and progress-monitoring data ● Curriculum-based assessments ● Student Growth Measures ● Student-work analysis ● Results-Driven Accountability reports

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Goal Area 1: Effective Teaching and Learning

Strategy 3: Use progress monitoring to drive goal setting and student ownership, using Guerra’s 2026 Academic Growth component score of 80 and STAAR performance results as the campus baseline.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, content coordinators, campus administration, classroom teachers, interventionists, and Collaborative Learning Leaders (CLLs)

Action Steps:

Individual Academic Goals: Set individual Reading and Mathematics progress goals for every student using 2026 STAAR performance, STAAR progress measures, district benchmarks, i-Ready diagnostic growth measures, and identified student needs.

Student Progress Tracking: Teach students to monitor and explain their own progress using data folders, goal sheets, i-Ready growth reports, student-work evidence, and reflection journals.

Student-Teacher Conferences: Hold regular conferences to review evidence of learning, celebrate growth, adjust goals, and identify the learning strategies students will use next. Students receiving Special Education and Emergent Bilingual services will receive accessible, individualized goal-setting supports.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum documents ● District curriculum calendars and pacing guides ● Savvas instructional resources ● Eureka Math ● i-Ready Reading and Mathematics ● District benchmarks and curriculum-based assessments ● Student data folders and goal trackers	● Individual student goal sheets ● Student data folders and reflection journals ● i-Ready growth reports ● Student-teacher conference records ● Collaborative-planning and CLL agendas ● Classroom walkthrough documentation ● Student-work evidence	● Academic Growth increases from the 2026 component score of 80 to at least 85 ● School Progress maintains an A from the 2026 score of 90 ● RLA Meets increases from 59% to at least 65% ● Mathematics Meets increases from 57% to at least 63% ● Overall Masters increases from 29% to at least 35% ● Special Education Meets increases from 26% to at least 32% across tested subjects ● Emergent Bilingual Meets increases from 55% to at least 61% across tested subjects ● Students demonstrate increased ownership and can explain their goals, progress, and next steps	● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● TELPAS results ● i-Ready diagnostic and progress-monitoring data ● Curriculum-based assessments ● Student Growth Measures ● Student-work analysis ● Student goal-setting conferences

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Early Childhood

The percentage of Augusto Guerra Early Literacy students meeting or exceeding Kinder Readiness expectations will increase from the **2026 campus baseline of 31% to 46% by the end of the 2026–27 academic year.**

OBJECTIVE 1: Increase the percentage of Early Literacy students meeting or exceeding Kinder Readiness expectations from **31% in 2026 to 46% in 2027**, representing a 15-percentage-point increase through targeted instruction, early intervention, and consistent progress monitoring.

Strategy 1: Implement targeted small-group instruction for students based on 2026 early-literacy readiness data.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, early-childhood coordinators, campus administration, Pre-K teachers, interventionists, Collaborative Learning Leaders (CLLs), and reading support staff

Action Steps:

Tiered Early-Literacy Instruction: Use CIRCLE/CLI Engage and classroom diagnostic information to group students by specific readiness needs, including phonological awareness, alphabet knowledge, oral language, vocabulary, and print concepts.

Daily Small-Group Rotations: Plan engaging, skill-focused lessons using Frog Street, Heggerty, and district early-childhood resources aligned with the Texas Prekindergarten Guidelines and Kinder Readiness standards.

Monitor Progress and Document Growth: Maintain student trackers, review progress-monitoring data regularly, adjust groupings and instructional focus based on demonstrated growth, and compare interim performance with the 2026 baseline of 31%.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● Texas Prekindergarten Guidelines ● District early-childhood curriculum and pacing guides ● Frog Street ● Heggerty phonemic-awareness resources ● CLI Engage/CIRCLE Progress Monitoring ● Bilingual and oral-language resources ● Student data trackers and iPads	● CIRCLE/CLI Engage reports ● Daily small-group lesson plans ● Student progress-monitoring trackers ● Collaborative-planning and CLL agendas ● Lesson-internalization checklists ● Classroom walkthrough documentation ● Early-literacy intervention records	● Kinder Readiness increases from the 2026 campus baseline of 31% to 46% in 2027 ● Improved phonological-awareness and alphabet-knowledge performance ● Stronger oral-language and vocabulary development ● Accelerated growth among Emergent Bilingual and Special Education students ● More students on track for kindergarten success ● Small-group results demonstrate progress across monitoring windows	● Classroom formative assessments ● CIRCLE/CLI Engage progress monitoring ● District early-literacy benchmarks ● Student-work samples and portfolios ● Small-group progress checks ● Kinder Readiness end-of-year results ● Student-data review meetings

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Strategy 2: Provide targeted early interventions for students who are not yet meeting Kinder Readiness expectations, using Guerra’s 2026 campus baseline of 31% to guide identification, grouping, and instructional intensity.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, early-childhood coordinators, campus administration, Pre-K teachers, interventionists, Collaborative Learning Leaders (CLLs), and reading support staff

Action Steps:

Targeted Early Interventions: Provide research-based, small-group interventions aligned to each student’s identified needs in phonological awareness, alphabet knowledge, oral language, vocabulary, and print concepts. Intervention groups will be prioritized using the 2026 Kinder Readiness baseline and current diagnostic results.

Early Identification: Administer CIRCLE/CLI Engage screeners and classroom assessments within the first four weeks of school, then use the results to identify students needing additional support and establish flexible intervention groups.

Monitor and Adjust Interventions: Conduct biweekly progress checks using quick, targeted measures; document student response and adjust intervention intensity, grouping, duration, or instructional focus as needed to move the campus from 31% Kinder Ready in 2026 toward 46% in 2027.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● Texas Prekindergarten Guidelines ● District early-childhood curriculum and pacing guides ● Frog Street ● Heggerty phonemic-awareness resources ● CLI Engage/CIRCLE Progress Monitoring ● Bilingual and oral-language resources ● Student data trackers and iPads	● CIRCLE/CLI Engage screening reports ● Student intervention plans and rosters ● Biweekly progress-monitoring trackers ● Targeted small-group lesson plans ● Collaborative-planning and CLL agendas ● Classroom walkthrough documentation ● Intervention adjustment records	● Kinder Readiness increases from the 2026 baseline of 31% to 46% in 2027 ● Improved phonological-awareness and alphabet-knowledge performance ● Stronger oral-language, vocabulary, and print-concept development ● Fewer students requiring intensive Tier 3 early-literacy intervention ● Accelerated growth among Emergent Bilingual and Special Education students ● Improved response to early-literacy intervention across progress-monitoring windows	● CIRCLE/CLI Engage screening and progress monitoring ● Classroom formative assessments ● Biweekly intervention progress checks ● District early-literacy benchmarks ● Student-work samples and portfolios ● Kinder Readiness end-of-year results ● Intervention data-review meetings

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Strategy 3: Engage families through literacy-focused home learning that reinforces Kinder Readiness skills and supports growth from Guerra’s 2026 campus baseline of 31% Kinder Ready to 46% in 2027.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, early-childhood coordinators, campus administration, Pre-K teachers, interventionists, Collaborative Learning Leaders (CLLs), and reading support staff

Action Steps:

- **Monthly Family Literacy Learning:** Host interactive family sessions where caregivers practice simple strategies for phonological awareness, alphabet knowledge, oral language, vocabulary, print concepts, and shared reading. Session content will reflect the priority needs identified in the 2026 Kinder Readiness data.
- **Literacy Take-Home Materials:** Provide age-appropriate books, literacy games, Heggerty-aligned practice, bilingual supports, and routine charts that families can use at home to reinforce individual student goals.
- **Weekly Family Communication:** Share brief literacy tips, classroom connections, event reminders, home-learning expectations, and student-progress updates through the district-approved communication platform and campus newsletters.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● Texas Prekindergarten Guidelines ● District early-childhood curriculum and pacing guides ● Frog Street ● Heggerty phonemic-awareness resources ● CLI Engage/CIRCLE Progress Monitoring ● Bilingual and oral-language resources ● Student data trackers and iPads	● Family literacy-night agendas and sign-in sheets ● Take-home literacy-kit distribution logs ● Weekly digital messages and newsletters ● Family workshop materials ● Parent feedback and participation records ● Student home-reading logs ● CIRCLE/CLI Engage reports	● Kinder Readiness increases from the 2026 baseline of 31% to 46% in 2027 ● Increased family participation in literacy activities ● More consistent home literacy practice ● Improved phonological awareness, alphabet knowledge, vocabulary, oral language, and print concepts ● Stronger school-family partnerships ● Improved growth among Emergent Bilingual and Special Education students	● Family attendance and participation data ● Parent surveys and feedback ● Take-home kit and reading logs ● Classroom formative assessments ● CIRCLE/CLI Engage progress monitoring ● District early-literacy benchmarks ● Kinder Readiness end-of-year results

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Early Childhood

OBJECTIVE 2: By the end of the 2026–27 school year, at least **80% of Augusto Guerra early-childhood students will demonstrate measurable growth** in foundational literacy skills, including alphabet knowledge, phonological awareness, vocabulary, print concepts, and oral-language expression, as measured by CIRCLE/CLI Engage and developmentally appropriate classroom assessments. This growth will support an increase in Kinder Readiness from the **2026 campus baseline of 31% to 46% in 2027**.

Strategy 1: Implement daily phonological-awareness and foundational-literacy activities based on Guerra’s 2026 readiness data.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, early-childhood coordinators, campus administration, Pre-K teachers, interventionists, Collaborative Learning Leaders (CLLs), and reading support staff

Action Steps:

- **Weekly Skill Focus and Daily Mini-Lessons:** Use consistent routines such as sound-of-the-day practice, chants, picture sorts, interactive charts, and oral-language activities to reinforce repetition, transfer, and mastery.
- **Spiral Review in Daily Literacy Routines:** Follow the Heggerty and district early-literacy skill progression so students revisit prior learning while building increasingly complex phonological-awareness skills.
- **Reinforce Skills Across Centers and Small Groups:** Design hands-on literacy centers and differentiated small-group tasks aligned to the weekly focus using picture cards, manipulatives, matching activities, letter tiles, bilingual supports, and student-specific 2026 baseline needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● Texas Prekindergarten Guidelines ● District early-childhood curriculum and pacing guides ● Frog Street ● Heggerty phonemic-awareness resources ● CLI Engage/CIRCLE Progress Monitoring ● Bilingual and oral-language resources ● Student data trackers and iPads	● Weekly foundational-literacy plans ● Heggerty lesson and pacing documentation ● Daily routine and center schedules ● Differentiated small-group lesson plans ● Student progress-monitoring trackers ● Collaborative-planning and CLL agendas ● Classroom walkthrough documentation	● At least 80% of students demonstrate measurable foundational-literacy growth ● Kinder Readiness increases from the 2026 baseline of 31% to 46% in 2027 ● Improved phonological-awareness and alphabet-knowledge performance ● Stronger vocabulary, print concepts, and oral-language expression ● Accelerated growth among Emergent Bilingual and Special Education students ● Daily literacy routines demonstrate consistent implementation and student mastery	● CIRCLE/CLI Engage progress monitoring ● Classroom formative assessments ● Heggerty skill checks ● Student performance tasks and work samples ● District early-literacy benchmarks ● Small-group progress checks ● Kinder Readiness end-of-year results

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Strategy 2: Build letter recognition and sound association through targeted, data-responsive instruction that addresses needs identified in Guerra’s 2026 Kinder Readiness baseline of 31%.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, early-childhood coordinators, campus administration, Pre-K teachers, interventionists, Collaborative Learning Leaders (CLLs), and reading support staff

Action Steps:

- **Ongoing Letter-Sound Assessment and Grouping:** Use CIRCLE/CLI Engage and teacher-created measures to assess alphabet knowledge and letter-sound association every four to six weeks, compare performance with individual 2026 baseline needs, and regroup students according to current skill levels.
- **Daily Targeted Letter-Sound Instruction:** Provide whole-group modeling plus differentiated small-group or individualized instruction using explicit routines, multisensory practice, Heggerty supports, bilingual scaffolds, and frequent opportunities for retrieval and application.

Literacy Centers and Purposeful Play: Rotate hands-on activities aligned to the current letter-sound focus while maintaining spiral review of previously taught letters and sounds and documenting progress toward individual growth goals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Texas Prekindergarten Guidelines District early-childhood curriculum and pacing guides Frog Street Heggerty phonemic-awareness resources CLI Engage/CIRCLE Progress Monitoring Bilingual and oral-language resources Student data trackers and iPads	Letter-sound assessment and grouping records CIRCLE/CLI Engage reports Differentiated small-group lesson plans Daily literacy-center schedules Student progress-monitoring trackers Collaborative-planning and CLL agendas Classroom walkthrough documentation	At least 80% of students demonstrate measurable foundational-literacy growth Kinder Readiness increases from the 2026 baseline of 31% to 46% in 2027 Improved alphabet-knowledge and letter-sound performance More students advance to higher instructional groups Accelerated growth among Emergent Bilingual and Special Education students Letter-sound mastery improves across four- to six-week monitoring cycles	CIRCLE/CLI Engage progress monitoring Four- to six-week letter-sound checks Classroom formative assessments Student performance tasks and work samples District early-literacy benchmarks Small-group progress checks Kinder Readiness end-of-year results

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Strategy 3: Increase oral-language opportunities through interactive read-alouds and purposeful student discourse to address needs identified in Guerra’s 2026 Kinder Readiness baseline of 31%.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, early-childhood coordinators, campus administration, Pre-K teachers, interventionists, Collaborative Learning Leaders (CLLs), and reading support staff

Action Steps:

- **Develop Oral-Language Expression and Vocabulary:** Use open-ended questions, think-pair-share, sentence stems, structured partner talk, visuals, and bilingual supports to increase student voice, vocabulary use, and complete oral responses.
- **Daily Interactive Read-Alouds with Rich Vocabulary:** Plan purposeful stopping points, model fluent language with expression and gestures, explicitly teach high-utility words, and provide linguistic and visual supports for comprehension and participation.
- **Retelling and Oral Storytelling:** Provide regular opportunities for students to retell, sequence, dramatize, and create oral stories or alternate endings using pictures, props, puppets, and storyboards, then document growth against individual 2026 baseline needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● Texas Prekindergarten Guidelines ● District early-childhood curriculum and pacing guides ● Frog Street ● Heggerty phonemic-awareness resources ● CLI Engage/CIRCLE Progress Monitoring ● Bilingual and oral-language resources ● Student data trackers and iPads	● Interactive read-aloud plans and annotations ● Vocabulary and questioning plans ● Student discourse and participation records ● Retelling and oral-storytelling samples ● CIRCLE/CLI Engage reports ● Collaborative-planning and CLL agendas ● Classroom walkthrough documentation	● At least 80% of students demonstrate measurable foundational-literacy growth ● Kinder Readiness increases from the 2026 baseline of 31% to 46% in 2027 ● Improved vocabulary and oral-language expression ● Increased student participation and length of responses ● Stronger listening comprehension, sequencing, and story retelling ● Accelerated growth among Emergent Bilingual and Special Education students	● CIRCLE/CLI Engage progress monitoring ● Oral-language observation checklists ● Vocabulary and retelling rubrics ● Student recordings, performance tasks, and work samples ● Classroom formative assessments ● District early-literacy benchmarks ● Kinder Readiness end-of-year results

AREA LEADS:

Roel Faz Principal

Berlinda Cabrera Assistant Principal

Joseph Alvarez Assistant Principal

Martha Aguila Counselor

Michelle Inocencio CLL

Angelica Cruz Reading Interventionist

Mary Alcala Teacher/Grade Level Chair

Yessica Garza Teacher/Grade Level Chair

Diana Ortega Teacher/Grade Level Chair

Norma Rodriguez Teacher/Grade Level Chair

Sara Martinez Teacher/Grade Level Chair

Nydia Lopez Teacher/Grade Level Chair

Racel Flores Teacher/Grade Level Chair



PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance

Strengths

Augusto Guerra Elementary provides teachers with a standards-aligned Guaranteed and Viable Curriculum and yearlong scope and sequence. District curriculum is developed and adjusted following analysis of state assessments, district benchmarks, formative assessments, and other student-performance data. District and campus leaders, content coordinators, instructional coaches, Collaborative Learning Leaders, interventionists, and teachers collaborate to support curriculum implementation, instructional improvement, and responsive student supports. Additional strengths include:

- Curriculum, assessments, and High-Quality Instructional Materials are aligned with the Texas Essential Knowledge and Skills and the expected level of rigor.
- Teachers and campus leaders use timely assessment data by student group, grade level, subject, item, and standard to plan differentiated instruction, intervention, and enrichment.
- Augusto Guerra Elementary earned an A accountability rating with an overall score of 91 and all six available distinction designations in 2026.
- Student Achievement earned 83–B; School Progress earned 90–A; Academic Growth earned a component score of 80 and a scaled score of 90–A.
- Relative Performance earned 90–A while serving a population that was 98.9% economically disadvantaged; Closing the Gaps earned 92–A.
- Overall 2026 STAAR performance was 79% Approaches, 58% Meets, and 29% Masters Grade Level. RLA was 77% Approaches, 59% Meets, and 31% Masters; mathematics was 78%, 57%, and 26%; science was 89%, 60%, and 34%.
- The campus was not identified for comprehensive, targeted, or additional targeted support, and participation in RLA and mathematics state assessments was 100%.

Challenges

Although Guerra earned an A and all six distinctions, continued improvement is needed to increase performance at the Meets and Masters standards and reduce achievement gaps among identified student groups. Reading comprehension, evidence-based writing, mathematics problem-solving, advanced mastery, and specially designed instruction remain priority areas.

- The overall Masters rate was 29%, including 31% in RLA, 26% in mathematics, and 34% in science, indicating a continued need to increase rigor, depth of knowledge, and opportunities for advanced mastery.
- Across all tested subjects, students receiving Special Education services achieved 26% Meets Grade Level or Above, compared with 58% for all students, representing the campus's most significant achievement gap.
- Across all tested subjects, Emergent Bilingual students currently identified as EB/EL achieved 55% Meets Grade Level or Above, compared with 58% for all students.
- RLA performance of 59% Meets and mathematics performance of 57% Meets demonstrate the need for continued data-driven small-group instruction, targeted intervention, and progress monitoring.
- Students receiving Special Education services require appropriately scaffolded grade-level instruction, specially designed instruction, frequent progress monitoring, and timely adjustments through MTSS/RTI.
- Emergent Bilingual students require continued emphasis on academic vocabulary, oral-language development, reading comprehension, written response, and linguistically accommodated grade-level instruction.
- Professional learning and coaching should continue to address constructed responses, evidence-based writing, mathematics problem-solving, differentiation, intervention fidelity, and student-work analysis.
- Campus leaders must monitor subgroup performance closely to maintain the 92–A Closing the Gaps rating and prevent achievement gaps from widening.



PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 2: Student Supports

Annual Goal 2: School Progress

By May 2027, Augusto Guerra Elementary will maintain an A rating in School Progress while increasing academic growth and performance among special populations. The campus will build from its **2026 School Progress score of 90–A and Academic Growth component score of 80.**

OBJECTIVE 1: Implement targeted language-acquisition supports for Emergent Bilingual students, aligned with TELPAS domains, grade-level TEKS, and evidence-based instructional practices. Increase Emergent Bilingual performance from the **2026 all-subject baseline of 55% Meets Grade Level or Above to at least 61% in 2027.**

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

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, content coordinators, campus administration, content teachers, bilingual/ESL staff, interventionists, and Collaborative Learning Leaders (CLLs)

Action Steps:

- **Embed Stems in Daily Content Objectives and Tasks:** Display and explicitly model sentence stems alongside each learning objective or essential question, with scaffolds matched to students' English-language proficiency levels.
- **Use Partner or Group Talk with Scaffolded Prompts:** During collaborative activities, including think-pair-share and structured group discussion, assign language frames that guide complete, evidence-based student responses.
- **Create a Classroom Language Wall or Toolkit:** Provide interactive displays or student folders with categorized sentence stems for comparing, contrasting, summarizing, justifying, analyzing, explaining, and citing evidence.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum resources ● Curriculum templates and calendars ● i-Ready Reading and Mathematics ● 2026 state and local student data ● Campus progress-monitoring system ● Summit K12 ● District writing and TELPAS prompts ● Bilingual and linguistic-accommodation resource	● Curriculum documents and lesson plans ● Collaborative-planning and CLL agendas ● Lesson-internalization documentation ● Classroom walkthrough records ● District specialist visits ● Student discourse and writing samples ● Language-wall and sentence-frame evidence ● TELPAS progress-monitoring records	● School Progress maintains an A from the 2026 score of 90 ● Academic Growth increases from the 2026 component score of 80 to at least 85 ● Emergent Bilingual Meets increases from the 2026 all-subject baseline of 55% to at least 61% ● Improved academic vocabulary, oral-language production, reading comprehension, and written response ● Increased student participation and complete, evidence-based responses ● TELPAS progress is maintained or increased from the verified 2026 campus baseline 	● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● TELPAS results and writing collections ● i-Ready diagnostic and progress-monitoring data ● Student Growth Measures ● Student-work analysis ● Results-Driven Accountability reports

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction to strengthen language acquisition and improve Emergent Bilingual performance from Guerra’s 2026 all-subject baseline of 55% Meets Grade Level or Above.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education and Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, content coordinators, campus administration, content teachers, bilingual/ESL staff, interventionists, and Collaborative Learning Leaders (CLLs)

Action Steps:

- **Pre-Teach Vocabulary with Visual Supports:** Before introducing new content, select essential academic vocabulary and pair each term with a picture, diagram, gesture, cognate, student-friendly definition, and modeled sentence connected to the grade-level TEKS.
- **Use Realia and Hands-On Materials During Instruction:** Provide real objects, manipulatives, models, demonstrations, and interactive technology connected to the lesson so students can link new language to concrete experiences and academic concepts.
- **Create Visual Word Walls or Interactive Vocabulary Journals:** Develop content-based word walls and student journals with images, definitions, examples, translations or cognates when appropriate, and sentence frames for comparing, summarizing, explaining, justifying, and analyzing.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum resources ● Curriculum templates and calendars ● i-Ready Reading and Mathematics ● 2026 state and local student data ● Campus progress-monitoring system ● District-adopted curriculum and HQIM ● Summit K12 and TELPAS resources ● Science and mathematics manipulatives ● Technology tools supporting all four language domains	● Curriculum documents and lesson plans ● Collaborative-planning and CLL agendas ● Lesson-internalization documentation ● Classroom walkthrough records ● Weekly resource-usage reports ● Visual word walls and vocabulary journals ● Student discourse and writing samples ● Bilingual/ESL specialist feedback	● School Progress maintains an A from the 2026 score of 90 ● Academic Growth increases from the 2026 component score of 80 to at least 85 ● Emergent Bilingual Meets increases from the 2026 baseline of 55% to at least 61% across tested subjects ● Improved academic vocabulary, oral-language production, comprehension, and written response ● Increased student use of content vocabulary in RLA, mathematics, and science ● TELPAS progress is maintained or increased from the verified 2026 campus baseline 	● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● TELPAS results and writing collections ● i-Ready diagnostic and progress-monitoring data ● Curriculum-based assessments ● Student Growth Measures ● Student-work analysis ● Results-Driven Accountability reports

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 2: Student Supports

Strategy 3: Incorporate Structured Collaborative Conversations to strengthen academic language and increase Emergent Bilingual performance from Guerra’s 2026 all-subject baseline of 55% Meets Grade Level or Above.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education and Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, content coordinators, campus administration, content teachers, bilingual/ESL staff, interventionists, and Collaborative Learning Leaders (CLLs)

Action Steps:

- **Establish and Teach Conversation Norms and Roles:** Explicitly teach discussion norms, including taking turns, active listening, building on ideas, asking clarifying questions, and using roles such as speaker, listener, questioner, facilitator, or recorder.
- **Use Sentence Stems and Conversation Prompts:** Provide differentiated sentence starters and language frames aligned with students’ English-language proficiency levels to guide complete, evidence-based academic discussion.
- **Implement Consistent Routines such as Think-Pair-Share or Socratic Circles:** Build collaborative talk into daily instruction through structured routines. In think-pair-share, students think individually, rehearse with a partner, and share with the group. In Socratic circles, students participate in structured, text-based peer discussion using evidence and academic vocabulary.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum resources ● Curriculum templates and calendars ● i-Ready Reading and Mathematics ● 2026 state and local student data ● Campus progress-monitoring system ● Ongoing professional development for Emergent Bilingual instruction ● Summit K12 and TELPAS resources ● Academic-language stems and discussion protocols	● Curriculum documents and lesson plans ● Collaborative-planning and CLL agendas ● Lesson-internalization documentation ● Classroom walkthrough records ● Student-discourse observation records ● Fluency and oral-language checks ● Student discussion and writing samples ● Bilingual/ESL specialist feedback	● School Progress maintains an A from the 2026 score of 90 ● Academic Growth increases from the 2026 component score of 80 to at least 85 ● Emergent Bilingual Meets increases from the 2026 baseline of 55% to at least 61% across tested subjects ● Improved academic vocabulary, oral-language production, listening comprehension, and written response ● Increased student participation, equitable talk, and use of evidence ● TELPAS progress is maintained or increased from the verified 2026 campus baseline	● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● TELPAS results and writing collections ● i-Ready diagnostic and progress-monitoring data ● Curriculum-based assessments ● Student Growth Measures ● Student discourse rubrics and observation checklists ● Results-Driven Accountability reports

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Goal Area 2: Student Supports

OBJECTIVE 2: Implement individualized intervention plans aligned to each student’s IEP, with quarterly data reviews and frequent progress monitoring to adjust instruction. Increase Special Education performance from Guerra’s **2026 all-subject baseline of 26% Meets Grade Level or Above to at least 32% in 2027** while supporting improvement in the campus Academic Growth component score from 80 to at least 85.

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 Education and Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, content coordinators, campus administration, Special Education teachers, general education teachers, interventionists, related-service providers, and Collaborative Learning Leaders (CLLs)

Action Steps:

- **Select and Implement Appropriate Tools Based on Goal Type and Skill Area:** Use reliable progress-monitoring tools directly aligned with each student’s IEP goals in reading, mathematics, writing, communication, behavior, or functional performance. Measures must reflect grade-level access and specially designed instruction.
- **Establish a Biweekly or Monthly Progress-Monitoring Schedule:** Follow a documented schedule for short assessments, curriculum-based measures, student-work samples, and IEP data collection to track growth trends, identify concerns early, and maintain progress toward interim goals.
- **Record and Analyze Data to Adjust Instruction as Needed:** Document results in an organized system and review data during PLC, MTSS/RTI, and quarterly IEP progress reviews to adjust scaffolds, intervention intensity, grouping, accommodations, and specially designed instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS and district curriculum resources Curriculum templates and calendars IEPs and progress-monitoring tools i-Ready Reading and Mathematics 2026 state and local student data Campus progress-monitoring system Curriculum-based measures Special Education instructional resources	Curriculum documents and lesson plans Collaborative-planning and CLL agendas Lesson-internalization documentation IEP-aligned progress-monitoring records Classroom walkthrough documentation Student-work samples Quarterly IEP progress reports Instructional-adjustment documentation	Special Education Meets increases from the 2026 all-subject baseline of 26% to at least 32% Academic Growth increases from the 2026 component score of 80 to at least 85 Improved progress toward individual IEP goals and interim benchmarks Increased access to grade-level TEKS through appropriate scaffolds and specially designed instruction Reduced achievement gaps between Special Education students and all students Improved intervention response and instructional decision-making	Classroom formative assessments District benchmarks STAAR interim and summative results i-Ready diagnostic and progress-monitoring data Curriculum-based measures IEP goal-progress data Student Growth Measures Student-work analysis Results-Driven Accountability reports

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 2: Student Supports

Strategy 2: Hold Collaborative Data-Review Meetings Each Quarter to monitor Special Education progress and improve performance from Guerra’s 2026 all-subject baseline of 26% Meets Grade Level or Above.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education and Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, content coordinators, campus administration, Special Education teachers, general education teachers, interventionists, related-service providers, evaluation staff, and Collaborative Learning Leaders (CLLs)

Action Steps:

- **Schedule Quarterly Meetings and Invite Key Stakeholders:** Set dates at the beginning of the year and include Special Education teachers, general education teachers, interventionists, administrators, related-service providers, evaluation staff, and other personnel responsible for implementing IEP services and supports.
- **Prepare and Share Student Data in Advance:** Compile progress-monitoring results, IEP goal updates, classroom performance, benchmark data, i-Ready results, attendance, behavior, and student-work samples before each meeting using a standardized campus data-review template.
- **Develop and Document Action Plans Based on Data:** Identify students on track and those requiring instructional adjustments. Establish specific next steps, responsible staff, timelines, accommodations, intervention intensity, and follow-up dates so instruction is adjusted in a timely, targeted manner.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum resources ● Curriculum templates and calendars ● IEPs and progress-monitoring tools ● i-Ready Reading and Mathematics ● Lexia Core5 and TX-RLA resources ● Campus monitoring system ● 2026 state and local student data ● Curriculum-based measures ● Special Education instructional resources	● Curriculum documents and lesson plans ● Quarterly data-review agendas and minutes ● Collaborative-planning and CLL agendas ● IEP progress-monitoring records ● Classroom walkthrough documentation ● Student-work samples ● Documented student action plans ● Follow-up and instructional-adjustment records	● Special Education Meets increases from the 2026 all-subject baseline of 26% to at least 32% ● Academic Growth increases from the 2026 component score of 80 to at least 85 ● School Progress maintains an A from the 2026 score of 90 ● Improved progress toward individual IEP goals and interim benchmarks ● Reduced achievement gaps between Special Education students and all students ● Timely instructional adjustments and improved intervention response 	● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● i-Ready diagnostic and progress-monitoring data ● Curriculum-based measures ● IEP goal-progress data ● Student Growth Measures ● Student-work analysis ● Results-Driven Accountability reports ● Quarterly data-review follow-up checks

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 2: Student Supports

Strategy 3: Conduct Regular IEP-Driven Small-Group or 1:1 Instruction to improve Special Education performance from Guerra’s 2026 all-subject baseline of 26% Meets Grade Level or Above.

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education and Bilingual Funds, and Migrant Funds

Persons Responsible: District executive officers, content coordinators, campus administration, Special Education teachers, general education teachers, interventionists, related-service providers, and Collaborative Learning Leaders (CLLs)

Action Steps:

- **Create an Instructional Schedule Based on Student IEP Service Minutes:** Review each student’s IEP to determine required service minutes, setting, accommodations, and specially designed instruction. Build and monitor a weekly schedule that protects time for IEP-driven small-group or 1:1 instruction without limiting access to core grade-level instruction.
- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:** Design weekly lessons using explicit, systematic, research-based strategies and materials that directly address each student’s academic and functional goals, including phonics, reading comprehension, written response, mathematics problem-solving, communication, and behavior supports.
- **Track Student Participation and Progress After Each Session:** Use a consistent digital or paper log to document attendance, service minutes, instructional focus, student response, work samples, progress toward IEP goals, and any instructional adjustments. Review results during PLC, data-review, and IEP progress meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum resources ● Curriculum templates and calendars ● IEPs and service-minute schedules ● i-Ready Reading and Mathematics ● 2026 state and local student data ● Campus progress-monitoring system ● Lexia Core5 and SuccessEd resources ● Special Education instructional materials ● Professional development for Tier 2, Tier 3, and specially designed instruction	● Curriculum documents and targeted lesson plans ● IEP service-minute schedules and logs ● Collaborative-planning and CLL agendas ● Lesson-internalization documentation ● Classroom walkthrough records ● Student-work samples ● IEP goal-progress records ● Small-group and 1:1 instructional logs ● Instructional-adjustment documentation	● Special Education Meets increases from the 2026 all-subject baseline of 26% to at least 32% ● Academic Growth increases from the 2026 component score of 80 to at least 85 ● School Progress maintains an A from the 2026 score of 90 ● Improved progress toward individual IEP goals and interim benchmarks ● Increased access to grade-level TEKS through appropriate scaffolds and specially designed instruction ● Reduced achievement gaps and improved response to targeted instruction	● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● i-Ready diagnostic and progress-monitoring data ● Curriculum-based measures ● IEP goal-progress data ● Student Growth Measures ● Student-work analysis ● Service-minute implementation logs ● Results-Driven Accountability reports

AREA LEADS:

Roel Faz Principal

Berlinda Cabrera Assistant Principal

Joseph Alvarez Assistant Principal

Martha Aguila Counselor

Michelle Inocencio CLL

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Nydia Lopez Teacher/Grade Level Chair

Racel Flores Teacher/Grade Level Chair



PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

GOAL AREA 3: Leadership Growth

Areas Reviewed: Student Performance

Strengths

Augusto Guerra Elementary’s leadership team uses a standards-aligned Guaranteed and Viable Curriculum, High-Quality Instructional Materials, collaborative planning, walkthroughs, assessment analysis, and progress monitoring to guide instructional decisions. District and campus leaders, content coordinators, instructional coaches, Collaborative Learning Leaders, interventionists, and teachers share responsibility for curriculum implementation, student support, and continuous improvement. Leadership strengths reflected in the 2026 results include:

- Augusto Guerra Elementary earned an A accountability rating with an overall score of 91 and all six available distinction designations in 2026.
- Student Achievement earned 83–B; School Progress earned 90–A; Academic Growth earned a component score of 80 and a scaled score of 90–A.
- Relative Performance earned 90–A while serving a population that was 98.9% economically disadvantaged; Closing the Gaps earned 92–A.
- Overall 2026 STAAR performance was 79% Approaches, 58% Meets, and 29% Masters Grade Level. RLA was 77% Approaches, 59% Meets, and 31% Masters; mathematics was 78%, 57%, and 26%; science was 89%, 60%, and 34%.
- Campus leaders use assessment data by student group, grade level, subject, item, and standard to identify trends, monitor implementation, and assign instructional support.
- Collaborative planning, lesson internalization, classroom walkthroughs, student-work analysis, and data-review meetings support shared accountability and timely instructional adjustments.
- The campus was not identified for comprehensive, targeted, or additional targeted support, and state-assessment participation in RLA and mathematics was 100%.

Challenges

The 2026 results demonstrate strong campus leadership and systems; however, leadership attention is still needed to increase Meets and Masters performance, strengthen instructional consistency, and reduce gaps among student groups. Priority leadership challenges include:

- The overall Masters rate was 29%, including 31% in RLA, 26% in mathematics, and 34% in science, requiring leaders to monitor rigor, depth of knowledge, enrichment, and opportunities for advanced mastery.
- Across all tested subjects, students receiving Special Education services achieved 26% Meets Grade Level or Above, compared with 58% for all students, representing the campus’s most significant achievement gap.
- Across all tested subjects, Emergent Bilingual students currently identified as EB/EL achieved 55% Meets Grade Level or Above, compared with 58% for all students.
- RLA performance of 59% Meets and mathematics performance of 57% Meets require continued leadership focus on Tier 1 instruction, data-driven small groups, intervention fidelity, and progress monitoring.
- Campus leaders must ensure consistent implementation of grade-level TEKS, HQIM, evidence-based writing, reading comprehension, mathematics problem-solving, and specially designed instruction.
- Special Education and bilingual/ESL teams require protected collaborative-planning time, clear progress-monitoring expectations, and frequent leadership follow-up.
- Walkthrough calibration, actionable feedback, coaching cycles, student-work analysis, and documented follow-through must remain consistent across grade levels and content areas.
- Leadership must sustain the 92–A Closing the Gaps rating while increasing Academic Growth beyond the 2026 component score of 80 and preventing subgroup gaps from widening.

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3: Leadership Growth

Annual Goal 1: By May 2027, 100% of teachers will deliver high-quality, engaging, standards-aligned instruction, with at least 95% of classroom walkthroughs demonstrating purposeful use of instructional time, clear learning objectives, appropriate rigor, differentiation, and formative assessment. These practices will support maintaining Augusto Guerra Elementary’s 2026 School Progress rating of 90–A and increasing the Academic Growth component score from 80 to at least 85.

OBJECTIVE 1: By the end of each instructional week, 100% of teachers will submit or maintain current lesson plans that include clear TEKS-aligned objectives, HQIM-aligned learning tasks, differentiation and linguistic supports, planned checks for understanding, and aligned formative assessments.

Strategy 1: Provide a Clear, Streamlined Lesson-Planning and Internalization Template

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, Campus Instructional Leadership Team, content coordinators, Collaborative Learning Leaders, instructional coaches, interventionists, Special Education and bilingual staff, and classroom teachers

Action Steps:

- **Develop and Share a Consistent Lesson-Planning Template:** Include TEKS-aligned learning objectives, HQIM lesson references, expected rigor, differentiation, linguistic supports, checks for understanding, formative assessments, and planned responses to student data.
- **Provide Embedded Prompts, Models, and Resources:** Add concise examples, guiding questions, and links to district curriculum, pacing guides, instructional materials, and assessment resources so teachers can complete each section efficiently and consistently.
- **Train, Calibrate, and Monitor Implementation:** Provide beginning-of-year training and refresher sessions; review lesson plans during collaborative planning; calibrate expectations through walkthroughs; and provide timely, actionable feedback based on student work and assessment results.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum documents ● District curriculum calendars and pacing guides ● District-adopted HQIM, including Savvas and Eureka Math ● i-Ready Reading and Mathematics ● 2026 state and local student data ● Campus progress-monitoring system ● District lesson-planning and internalization templates ● Shared Google Drive folders and approved technology tools	● Current weekly lesson plans ● Annotated lesson-internalization templates ● Collaborative-planning and CLL agendas ● Walkthrough documentation ● Lesson-plan feedback and calibration records ● Differentiation and linguistic-support documentation ● Student-work analysis ● Professional-learning records	● School Progress maintains an A from the 2026 score of 90 ● Academic Growth increases from the 2026 component score of 80 to at least 85 ● RLA Meets increases from the 2026 baseline of 59% to at least 65% ● Mathematics Meets increases from the 2026 baseline of 57% to at least 63% ● Overall Masters increases from the 2026 baseline of 29% to at least 35% ● At least 95% of walkthroughs show purposeful instructional time and aligned, rigorous instruction ● Improved differentiation, formative assessment, and student response to instruction 	● Classroom walkthroughs and feedback ● Weekly lesson-plan and internalization audits ● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● i-Ready diagnostic and progress-monitoring data ● Student Growth Measures ● Student-work analysis ● Results-Driven Accountability reports

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Collaborative Planning and Instructional Support System

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, Campus Instructional Leadership Team, content coordinators, Collaborative Learning Leaders (CLLs), instructional coaches, interventionists, Special Education and bilingual staff, and classroom teachers

Action Steps:

- **Protect Weekly Collaborative Planning Time:** Establish dedicated CLL/PLC or common-planning time for grade-level and content teams to internalize HQIM lessons, study the TEKS, align pacing, anticipate misconceptions, plan rigorous student tasks, and prepare differentiation and linguistic supports.
- **Assign Instructional Support and Provide Timely Feedback:** Designate an administrator, instructional coach, or CLL to facilitate each team’s planning cycle, review lesson-internalization documents, model effective practices, and provide specific feedback before instruction is delivered.
- **Use 2026 Guerra Data to Plan and Adjust Instruction:** Analyze STAAR, district benchmarks, i-Ready, formative assessments, and student work to strengthen RLA, mathematics, and Masters performance. Monitor progress from Guerra’s 2026 baselines of 59% RLA Meets, 57% mathematics Meets, 29% overall Masters, and an Academic Growth component score of 80.
- **Monitor Follow-Through:** Use walkthroughs, lesson-plan reviews, coaching cycles, and student-data meetings to verify that collaborative-planning decisions are implemented and are improving student performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum documents ● District curriculum calendars and pacing guides ● District-adopted HQIM, including Savvas and Eureka Math ● i-Ready Reading and Mathematics ● 2026 state and local student data ● District benchmarks and curriculum-based assessments ● Walkthrough and instructional-round tools ● Collaborative-planning templates and shared technology	● Weekly CLL/PLC agendas and sign-in records ● Annotated lesson-internalization documents ● Collaborative-planning calendars ● Administrator, coach, and CLL feedback forms ● Walkthrough and instructional-round documentation ● Student-data review records ● Coaching-cycle documentation ● Revised lesson and intervention plans	● School Progress maintains an A from the 2026 score of 90 ● Academic Growth increases from the 2026 component score of 80 to at least 85 ● RLA Meets increases from the 2026 baseline of 59% to at least 65% ● Mathematics Meets increases from the 2026 baseline of 57% to at least 63% ● Overall Masters increases from the 2026 baseline of 29% to at least 35% ● Improved instructional alignment, rigor, differentiation, and student discourse ● Reduced achievement gaps among Emergent Bilingual and Special Education students 	● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● i-Ready diagnostic and progress-monitoring data ● TELPAS results ● Student-work analysis ● Walkthrough and coaching feedback ● Lesson-plan and internalization audits ● Results-Driven Accountability reports

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3: Leadership Growth

Strategy 3: Monitor Instructional Planning and Provide Timely, Actionable Feedback

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, Campus Instructional Leadership Team, content coordinators, Collaborative Learning Leaders (CLLs), instructional coaches, interventionists, Special Education and bilingual staff, and classroom teachers

Action Steps:

- **Establish a Weekly Review System:** Use a concise, calibrated rubric or checklist to review lesson plans and internalization documents for TEKS alignment, HQIM use, rigor, differentiation, linguistic supports, checks for understanding, formative assessment, and responsiveness to student data.
- **Provide Feedback Within 48 Hours:** Highlight effective practices, identify one or two high-leverage improvements, and provide specific next steps, modeling, resources, or coaching support before the lesson is delivered whenever possible.
- **Connect Feedback to 2026 Guerra Data:** Prioritize planning practices that strengthen RLA, mathematics, and advanced performance. Monitor progress from Guerra’s 2026 baselines of 59% RLA Meets, 57% mathematics Meets, 29% overall Masters, and an Academic Growth component score of 80.
- **Recognize Exemplars and Monitor Follow-Through:** Share strong lesson-planning examples during CLL/PLC meetings or campus communications, then use walkthroughs, student work, and assessment results to determine whether feedback is implemented and improves outcomes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● TEKS and district curriculum documents ● District curriculum calendars and pacing guides ● District-adopted HQIM, including Savvas and Eureka Math ● Lesson-planning and internalization rubric ● 2026 state and local student data ● i-Ready Reading and Mathematics reports ● Walkthrough and coaching tools ● Professional-learning materials and shared technology	● Completed weekly lesson-plan review rubrics ● Written feedback provided within 48 hours ● Annotated lesson plans and internalization documents ● CLL/PLC agendas and exemplar-sharing records ● Coaching and follow-up documentation ● Walkthrough evidence of implemented feedback ● Revised lesson and intervention plans ● Professional-learning agendas and sign-in records	● School Progress maintains an A from the 2026 score of 90 ● Academic Growth increases from the 2026 component score of 80 to at least 85 ● RLA Meets increases from the 2026 baseline of 59% to at least 65% ● Mathematics Meets increases from the 2026 baseline of 57% to at least 63% ● Overall Masters increases from the 2026 baseline of 29% to at least 35% ● At least 95% of reviewed plans meet campus planning expectations ● Improved rigor, differentiation, formative assessment, and implementation fidelity	● Weekly lesson-plan and internalization audits ● Classroom walkthroughs and feedback ● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● i-Ready diagnostic and progress-monitoring data ● TELPAS results ● Student-work analysis ● Results-Driven Accountability reports

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3: Leadership Growth

OBJECTIVE 2: By May 2027, campus leaders will use T-TESS, walkthrough, coaching, professional-learning, and student-performance data to strengthen staff quality, recruitment, and retention. One hundred percent of teachers will have a targeted professional-growth goal and documented support, at least 90% will demonstrate growth in an identified instructional priority, and the campus will retain at least 90% of effective staff.

Strategy 1: Use Evaluation and Student-Outcome Data to Drive Targeted Professional Development

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, Campus Instructional Leadership Team, district content coordinators, Collaborative Learning Leaders (CLLs), instructional coaches, interventionists, Special Education and bilingual staff, and classroom teachers

Action Steps:

- Analyze Evaluation and Performance Trends:** Review T-TESS dimensions, walkthrough evidence, coaching notes, lesson plans, student work, and assessment results to identify campuswide, team, and individual growth priorities. Connect needs to Guerra’s 2026 baselines of 59% RLA Meets, 57% mathematics Meets, 29% overall Masters, and an Academic Growth component score of 80.
- Create Individual and Team Professional-Growth Plans:** Align goals, learning activities, success criteria, and progress checks to evaluation feedback and student needs, with particular attention to rigor, reading comprehension, written response, mathematics problem-solving, differentiation, linguistic supports, and specially designed instruction.
- Provide Job-Embedded Development and Coaching:** Offer coaching cycles, model lessons, peer observations, collaborative planning, instructional rounds, and targeted professional learning. Provide timely feedback and adjust support based on implementation evidence and student response.
- Monitor Impact and Celebrate Growth:** Review progress at least quarterly, document changes in instructional practice and student outcomes, recognize effective practices, and use results to guide continued support, leadership opportunities, recruitment, and retention decisions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● T-TESS rubric and evaluation data ● TEKS and district curriculum documents ● District-adopted HQIM, including Savvas and Eureka Math ● 2026 state and local student data ● i-Ready Reading and Mathematics ● Campus progress-monitoring system ● Walkthrough and instructional-round tools ● Coaching and professional-learning resources	● T-TESS goal-setting and support plans ● Professional-growth plans for 100% of teachers ● Professional-learning agendas and attendance records ● Coaching-cycle and model-lesson documentation ● CLL/PLC agendas ● Peer-observation and instructional-round records ● Walkthrough and feedback documentation ● Quarterly progress-review records	● At least 90% of teachers demonstrate growth in an identified instructional priority ● At least 90% retention of effective staff ● School Progress maintains an A from the 2026 score of 90 ● Academic Growth increases from the 2026 component score of 80 to at least 85 ● RLA Meets increases from the 2026 baseline of 59% to at least 65% ● Mathematics Meets increases from the 2026 baseline of 57% to at least 63% ● Overall Masters increases from the 2026 baseline of 29% to at least 35% ● Improved instructional rigor, differentiation, and implementation fidelity  PSTIA COLLEGE 3 READY. CONNECTED. COMPLETE.	● T-TESS formative and summative data ● Walkthroughs and coaching feedback ● Professional-growth plan reviews ● Teacher retention and vacancy data ● Classroom formative assessments ● District benchmarks ● STAAR interim and summative results ● i-Ready diagnostic and progress-monitoring data ● TEPAS and Results-Driven Accountability reports

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3: Leadership Growth

Strategy 2: Integrate Evaluation and Student-Outcome Insights into Recruitment and Hiring

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: District executive officers and Human Resources, principal, assistant principal, Campus Instructional Leadership Team, content coordinators, Collaborative Learning Leaders (CLLs), instructional coaches, and high-performing teacher representatives

Action Steps:

- **Identify High-Impact Teacher Competencies:** Analyze T-TESS, walkthrough, coaching, retention, and student-outcome data to identify the practices demonstrated by effective Guerra teachers. Prioritize TEKS/HQIM alignment, rigor, reading comprehension, written response, mathematics problem-solving, differentiation, linguistic supports, specially designed instruction, formative assessment, and collaboration.
- **Use 2026 Guerra Data to Define Hiring Needs:** Align recruitment priorities to the campus’s 2026 baselines of 59% RLA Meets, 57% mathematics Meets, 29% overall Masters, and an Academic Growth component score of 80. Identify grade levels, content areas, certifications, and specialized competencies needed to accelerate growth while maintaining the campus’s 90–A School Progress rating.
- **Design and Calibrate Competency-Based Selection Tools:** Use structured interview protocols, scoring rubrics, lesson or data tasks, and reference checks that consistently assess the identified competencies. Train committee members to apply criteria fairly and document evidence.
- **Engage Teacher Leaders in Recruitment and Onboarding:** Include high-performing teachers and CLLs in candidate outreach, selection, mentoring, and new-teacher induction. Monitor new hires through coaching, walkthroughs, professional growth plans, and student data during the first year.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● T-TESS and walkthrough data ● 2026 state and local student data ● Staff retention, vacancy, and certification data ● District curriculum and pacing guides ● Competency-based interview protocols and rubrics ● TIA-designated and high-performing teacher leaders ● Recruitment and onboarding materials ● Coaching and professional-learning resources	● Documented high-impact teacher competencies ● Campus staffing-needs analysis ● Structured interview questions and scoring rubrics ● Calibrated selection-committee training records ● Interview, lesson-task, and reference-check evidence ● Teacher-leader participation records ● New-hire onboarding and mentoring plans ● First-year coaching and progress-review documentation	● At least 90% retention of effective staff ● All vacancies filled with appropriately certified, high-quality candidates before the start of school when possible ● At least 90% of new hires meet first-year performance expectations ● School Progress maintains an A from the 2026 score of 90 ● Academic Growth increases from the 2026 score of 80 to at least 85 ● RLA Meets increases from 59% to at least 65% ● Mathematics Meets increases from 57% to at least 63% ● Overall Masters increases from 29% to at least 35% 	● Candidate-pool and vacancy data ● Interview-rubric and selection evidence ● Certification and assignment audits ● New-hire retention and performance data ● T-TESS and walkthrough evidence ● Mentor and coaching records ● Classroom formative assessments and district benchmarks ● STAAR, i-Ready, TELPAS, and Results-Driven Accountability data

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Goal Area 3: Leadership Growth

Strategy 3: Recognize, Develop, and Reward High Performance to Strengthen Staff Retention

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: District executive officers and Human Resources, principal, assistant principal, Campus Instructional Leadership Team, content coordinators, Collaborative Learning Leaders (CLLs), instructional coaches, and teacher leaders

Action Steps:

- **Recognize Evaluation Growth and Instructional Excellence:** Use T-TESS, walkthrough, coaching, student-growth, and collaboration evidence to celebrate effective practices through timely shout-outs, awards, classroom recognition, newsletters, faculty meetings, and district recognition opportunities. Ensure recognition is transparent, equitable, and tied to documented impact.
- **Expand Leadership and Growth Opportunities:** Invite high-performing teachers to serve as mentors, CLL/PLC facilitators, model-classroom hosts, curriculum contributors, professional-learning presenters, interview committee members, and campus improvement leaders. Connect eligible staff to TIA and other district stipend or advancement opportunities.
- **Align Recognition to Guerra’s 2026 Priorities:** Highlight practices that help maintain the campus’s 90–A School Progress rating and improve from the 2026 baselines of 80 Academic Growth, 59% RLA Meets, 57% mathematics Meets, and 29% overall Masters, including strong Tier 1 instruction, differentiation, linguistic supports, specially designed instruction, and student ownership.
- **Conduct Midyear and End-of-Year Stay Conversations:** Discuss evaluation progress, workload, professional goals, recognition preferences, leadership interests, and career-development plans. Identify retention risks early, provide individualized support, and use themes to improve campus culture and working conditions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● T-TESS, walkthrough, and coaching data ● 2026 state and local student data ● TIA-designated and high-performing teachers ● Campus recognition calendar and materials ● Mentor, CLL, and teacher-leadership structures ● District awards, stipends, and advancement opportunities ● Staff climate and retention data ● Professional-learning and coaching resources	● Monthly recognition records and communications ● Documented recognition criteria ● Teacher-leadership assignments and participation records ● Mentor and model-classroom logs ● TIA and district-opportunity referrals ● Midyear and end-of-year stay-conversation records ● Individual growth and career-development plans ● Staff feedback and action plans 	● At least 90% retention of effective staff ● At least 90% of teachers report feeling recognized and supported ● Increased teacher participation in leadership and mentoring roles ● School Progress maintains an A from the 2026 score of 90 ● Academic Growth increases from 80 to at least 85 ● RLA Meets increases from 59% to at least 65% ● Mathematics Meets increases from 57% to at least 63% ● Overall Masters increases from 29% to at least 35%	● Staff retention, vacancy, and transfer data ● Recognition and leadership-participation logs ● Staff climate, recognition, and stay surveys ● T-TESS and walkthrough evidence ● Coaching and professional-growth reviews ● Classroom formative assessments and district benchmarks ● STAAR, i-Ready, TELPAS, and Results-Driven Accountability data ● Midyear and end-of-year program review

AREA LEADS:

Roel Faz Principal

Berlinda Cabrera Assistant Principal

Joseph Alvarez Assistant Principal

Martha Aguila Counselor

Michelle Inocencio CLL

Angelica Cruz Reading Interventionist

Elsa Espinoza Parent Educator



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GOAL AREA 4: Family and Community Empowerment

Area Reviewed: Student Performance

Strengths

Augusto Guerra Elementary earned an **A accountability rating with an overall score of 91 and all six available distinction designations in 2026**. The campus continues to implement a standards-aligned district curriculum, High-Quality Instructional Materials, common assessments, collaborative planning, progress monitoring, and targeted intervention. Campus leaders and teachers use state, district, i-Ready, classroom, and student-work data to adjust instruction and communicate progress with families.

- **Accountability performance was strong across domains:** Student Achievement 83–B, School Progress 90–A, and Closing the Gaps 92–A.
- The Academic Growth component score was 80, and Relative Performance was 90–A while serving a student population that was approximately 98.9% economically disadvantaged.
- Across all 2026 STAAR subjects, **79% of students reached Approaches Grade Level or Above, 58% reached Meets, and 29% reached Masters.**
- RLA performance was **77% Approaches, 59% Meets, and 31% Masters.**
- Mathematics performance was **78% Approaches, 57% Meets, and 26% Masters.**
- Science performance was **89% Approaches, 60% Meets, and 34% Masters.**
- Student participation in both RLA and mathematics assessments was 100%, providing reliable data for campus and family goal setting.
- The campus was not identified for comprehensive, targeted, or additional targeted support, and its six distinctions provide multiple strengths to celebrate with families and the community.

Challenges

Although Guerra earned an A and all six distinctions, continued improvement is needed to raise the percentage of students reaching Meets and Masters and to ensure that every student group benefits from the campus's overall success. Family and community partnerships should reinforce the same academic priorities monitored at school.

- Student Achievement remained a B at 83, and the Academic Growth component score of 80 was lower than the campus's overall rating of 91.
- Across all assessed subjects, **42% of students did not reach Meets and 71% did not reach Masters**, indicating a continued need for rigorous Tier 1 instruction, targeted intervention, and enrichment.
- RLA priorities include reading comprehension, academic vocabulary, constructed response, evidence-based writing, and opportunities for students to explain their thinking at home and at school.
- Mathematics priorities include conceptual understanding, fluency, multi-step problem-solving, written justification, and consistent use of grade-level academic language.
- Students receiving Special Education services reached Meets on 26% of all tested subjects, compared with the campus all-student rate of 58%, a 32-percentage-point gap requiring continued specially designed instruction, progress monitoring, and family collaboration.
- Emergent Bilingual students reached Meets on 55% of all tested subjects, three points below the all-student rate; continued bilingual communication, language-development support, and accessible family resources are needed.
- Family engagement efforts should provide clear, timely, bilingual information about STAAR, district benchmarks, i-Ready growth, intervention progress, attendance expectations, and practical literacy and mathematics strategies families can use at home.
- Campus leaders should monitor participation and impact—not only event attendance—through family feedback, communication records, student goal-setting conferences, take-home learning activities, and changes in student performance.



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Goal Area 4: Family and Community Empowerment

Annual Goal 1: By May 2027, documented family involvement and meaningful interaction with Augusto Guerra Elementary will increase by at least 30% from the 2026 campus baseline. Engagement opportunities will be accessible, bilingual, academically focused, and designed to strengthen trust, student learning, and shared responsibility for Guerra’s continued A-level performance.

OBJECTIVE 1: Use predictable, high-quality events and ongoing communication as consistent touchpoints to welcome families into the school community, build relationships, increase participation, and equip caregivers to support student success.

Strategy 1: Create Predictable, Themed Monthly Family-Learning Events That Build Community and Support Guerra’s 2026 Academic Priorities

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, counselor, parental educator, family/community engagement staff, content teachers, interventionists, Special Education and bilingual staff, CLLs, district partners, and community organizations

Action Steps:

- **Publish a Monthly Family-Engagement Calendar:** Develop and distribute a consistent bilingual calendar through the district-approved communication platform, campus website, social media, printed notices, and direct reminders. Include dates, purpose, audience, language access, and materials families will receive.
- **Align Events to 2026 Guerra Data and Family Needs:** Offer literacy, mathematics, science, STAAR, TELPAS, i-Ready, intervention, Special Education, college/career, wellness, and student-celebration events. Prioritize support connected to the 2026 baselines of 59% RLA Meets, 57% mathematics Meets, 29% overall Masters, 55% Emergent Bilingual Meets, and 26% Special Education Meets across tested subjects.
- **Collaborate with Staff and Community Partners:** Use a planning team of teachers, administrators, families, district departments, and community partners to coordinate relevant content, child-friendly activities, interpretation, transportation or virtual access when available, and follow-up resources.
- **Promote, Welcome, and Follow Up:** Send multilingual reminders, use personal invitations for families of students receiving intervention, and create welcoming events with student demonstrations and hands-on practice. Gather feedback, share take-home strategies, and follow up with families who could not attend.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
2026 campus academic and family-engagement data District-approved communication platform and social media Campus website, newsletters, and printed materials Counselor and parental educator Teachers, CLLs, interventionists, and administrators Bilingual, Special Education, and migrant supports Community partners and district departments Family-learning materials and take-home resources	Published monthly bilingual calendar Event agendas, presentations, and activity materials Invitations, reminders, and communication logs Sign-in sheets and duplicated-participant counts Family participation by event, grade, language, and student group Partner participation and contribution records Photos and student demonstrations Take-home resource distribution and follow-up records	Documented family participation increases at least 30% from the 2026 baseline At least 85% of participating families report events are useful, welcoming, and accessible Increased participation among families of EB and Special Education students School Progress maintains an A from the 2026 score of 90 Closing the Gaps maintains an A from the 2026 score of 92 RLA Meets increases from 59% to at least 65% Mathematics Meets increases from 57% to at least 63% Overall Masters increases from 29% to at least 35%	Family participation and repeat-attendance data Family surveys, focus groups, and event feedback Communication reach and response data Take-home activity and resource-use feedback Classroom formative assessments and district benchmarks STAAR interim and summative results i-Ready and TELPAS progress data Student-group performance and Results-Driven Accountability reports

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Goal Area 4: Family and Community Empowerment

Strategy 2: Provide Data-Informed Family Workshops That Strengthen Academic Support at Home

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, counselor, parental educator, family/community engagement staff, content teachers, CLLs, instructional coaches, interventionists, Special Education and bilingual staff, district specialists, and community partners

Action Steps:

- **Identify Workshop Priorities Through Family Input and 2026 Guerra Data:** Survey families and review event feedback, benchmark results, i-Ready data, student work, and STAAR outcomes. Prioritize reading comprehension, constructed response, academic vocabulary, mathematics problem-solving, foundational skills, homework routines, digital tools, STAAR/TELPAS understanding, Special Education supports, and student goal setting.
- **Schedule and Deliver Monthly Bilingual Mini-Workshops:** Offer brief, practical sessions led by teachers, coaches, counselors, district specialists, or community partners at varied times and through in-person or virtual formats when available. Model strategies with actual grade-level examples and provide interpretation and accessible materials.
- **Send Home Resources and Follow Up:** After each workshop, provide simple bilingual tools such as grade-level reading lists, questioning stems, vocabulary routines, math games using household items, problem-solving guides, homework checklists, digital-resource directions, and student goal trackers. Follow up through the district-approved communication platform and collect evidence of use.
- **Monitor Reach and Student Impact:** Track unique and repeat participants, participation among families of Emergent Bilingual and Special Education students, workshop usefulness, resource use, and changes in related classroom, benchmark, i-Ready, TELPAS, and STAAR performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● 2026 campus academic and family-engagement data ● District-approved communication platform and social media ● Counselor and parental educator ● Content teachers, CLLs, and instructional coaches ● Bilingual and Special Education staff ● District specialists and community partners ● Grade-level curriculum and HQIM resources ● Bilingual take-home learning tools and digital resources	● Family-interest surveys and needs analysis ● Published workshop calendar ● Bilingual agendas, presentations, and activity materials ● Invitations, reminders, and communication logs ● Sign-in sheets and unique/repeat participation counts ● Workshop participation by grade, language, and student group ● Take-home resource distribution logs ● Follow-up messages, photos, and family work samples	● At least 30% growth in family participation from the 2026 baseline ● At least 85% of participants report increased confidence supporting learning at home ● Increased participation among families of EB and Special Education students ● School Progress maintains an A from the 2026 score of 90 ● RLA Meets increases from 59% to at least 65% ● Mathematics Meets increases from 57% to at least 63% ● Overall Masters increases from 29% to at least 35% ● Improved student homework completion, goal ownership, and response to intervention	● Workshop participation and repeat-attendance data ● Family surveys, exit tickets, and focus groups ● Communication reach and response data ● Take-home resource-use feedback and samples ● Classroom formative assessments and district benchmarks ● i-Ready diagnostic and progress-monitoring data ● STAAR interim and summative results ● TELPAS and student-group performance reports

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Goal Area 4: Family and Community Empowerment

Strategy 3: Build an Inclusive Family Culture Through Student Showcases, Cultural Learning, and Shared Leadership

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, counselor, parental educator, family/community engagement staff, content and fine-arts teachers, CLLs, bilingual and Special Education staff, student leaders, families, district partners, and community organizations

Action Steps:

- **Plan Culturally Inclusive Events That Reflect the Guerra Community:** Use family input to plan welcoming events that honor the languages, traditions, stories, talents, and experiences represented on campus. Ensure events are accessible to families of Emergent Bilingual students, students receiving Special Education services, migrant families, and families who have not traditionally participated.
- **Showcase Student Learning and Cultural Expression:** Integrate student-led performances, bilingual storytelling, music, art, science demonstrations, reading celebrations, mathematics challenges, and project exhibitions. Connect displays to grade-level TEKS and Guerra’s 2026 priorities in RLA, mathematics, Masters performance, academic language, and student ownership.
- **Create Family Participation and Leadership Opportunities:** Establish a Family Culture and Community Advisory Team that helps plan, host, interpret, welcome, present, and evaluate events. Invite families and community members to share expertise, traditions, careers, and resources while protecting student privacy and maintaining inclusive practices.
- **Use Events to Strengthen Relationships and Follow Up:** Collect bilingual feedback, document unique and repeat participation, celebrate contributions, share learning resources after each event, and personally reconnect with families of students receiving intervention or specialized services who were unable to attend.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● 2026 campus academic and family-engagement data ● District-approved communication platform and social media ● Counselor and parental educator ● Content, fine-arts, bilingual, and Special Education staff ● Student and family leaders ● Family Culture and Community Advisory Team ● District departments and community organizations ● Event materials, interpretation, and accessibility supports	● Bilingual family-interest and culture surveys ● Inclusive event calendar, agendas, and planning records ● Advisory-team membership and meeting records ● Invitations, reminders, and communication logs ● Sign-in sheets and unique/repeat participation counts ● Student performances, projects, and exhibitions ● Family and community presenter records ● Photos, resource distribution, and follow-up documentation	● At least 30% growth in family participation from the 2026 baseline ● At least 85% of families report feeling welcomed, represented, and valued ● Increased participation among families of EB and Special Education students ● Increased student belonging, voice, and ownership of learning ● School Progress maintains an A from the 2026 score of 90 ● Closing the Gaps maintains an A from the 2026 score of 92 ● RLA Meets increases from 59% to at least 65% ● Mathematics Meets increases from 57% to at least 63% ● Overall Masters increases from 29% to at least 35%	● Family participation and repeat-attendance data ● Representation by grade, language, and student group ● Family surveys, focus groups, and event feedback ● Student belonging and engagement surveys ● Communication reach and response data ● Classroom formative assessments and district benchmarks ● STAAR, i-Ready, and TELPAS progress data ● Student-group performance and Results-Driven Accountability reports

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Goal Area 4: Family and Community Empowerment

OBJECTIVE 2: By May 2027, Augusto Guerra Elementary will increase average daily attendance from the verified 2026 campus baseline and maintain an attendance rate of at least 95%. Targeted family outreach, early intervention, community partnerships, student-engagement strategies, and barrier-reduction supports will strengthen academic performance, social-emotional well-being, and school connectedness.

Strategy 1: Implement a Family- and Community-Supported Attendance Awareness, Early Intervention, and Recognition System

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, attendance clerk, counselor, parental educator, family/community engagement staff, classroom teachers, nurse, social worker or district support staff, bilingual and Special Education staff, and community partners

Action Steps:

- **Launch a Bilingual Family and Community Attendance Campaign:** Share clear information about daily attendance, instructional minutes, attendance procedures, health guidance, and the relationship between attendance and learning. Use newsletters, the district-approved communication platform, social media, family events, student goal setting, and classroom lessons.
- **Implement Weekly Early Warning and Tiered Outreach:** Review attendance, tardies, early pickups, and consecutive or patterned absences each week. Identify students below 95% attendance or showing emerging risk, then provide timely calls, messages, conferences, mentoring, and individualized attendance plans before concerns become chronic.
- **Identify and Reduce Barriers with Families and Partners:** Use respectful, bilingual problem-solving conferences to identify transportation, health, housing, childcare, anxiety, disability, communication, or scheduling barriers. Connect families with school, district, and community resources while documenting outreach and follow-up.
- **Celebrate Improvement, Milestones, and Belonging:** Recognize improved and consistent attendance—not only perfect attendance—through student and classroom celebrations, certificates, announcements, family-inclusive events, and positive messages. Protect confidentiality and ensure incentives are equitable and supportive.
- **Connect Attendance to Guerra’s 2026 Academic Priorities:** Monitor whether improved attendance supports continued A-level School Progress and stronger performance from the 2026 baselines of 59% RLA Meets, 57% mathematics Meets, 29% overall Masters, 55% Emergent Bilingual Meets, and 26% Special Education Meets across tested subjects.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● Student information and attendance-tracking system ● Verified 2026 campus attendance baseline ● Early-warning and tiered-outreach protocols ● District-approved communication platform ● Attendance clerk, counselor, nurse, and parental educator ● Bilingual and Special Education supports ● Community resource and referral network ● Recognition materials and student-engagement resources	● Weekly attendance dashboards and student risk lists ● Bilingual campaign materials and communication logs ● Parent contacts, conferences, and attendance plans ● Barrier assessments, referrals, and follow-up records ● Tiered attendance intervention rosters ● Student mentoring and goal-setting records ● Recognition and celebration records ● Family and community partner participation	● Average daily attendance increases from the verified 2026 baseline to at least 95% ● Reduced chronic absenteeism, tardies, and early pickups ● Improved attendance among EB and Special Education students ● Increased family response to early attendance outreach ● School Progress maintains an A from the 2026 score of 90 ● RLA Meets increases from 59% to at least 65% ● Mathematics Meets increases from 57% to at least 63% ● Overall Masters increases from 29% to at least 35%	● Daily, weekly, monthly, and year-to-date attendance reports ● Attendance by grade, classroom, and student group ● Chronic-absence, tardy, and early-pickup data ● Outreach response and intervention-monitoring data ● Family feedback and barrier-resolution records ● Student belonging and engagement surveys ● Classroom formative assessments and district benchmarks ● STAAR, i-Ready, TELPAS, and accountability reports

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Goal Area 4: Family and Community Empowerment

Strategy 2: Build Consistent Family and Community Partnerships That Promote Daily Attendance and Remove Barriers

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, attendance clerk, counselor, parental educator, family/community engagement staff, classroom teachers, nurse, bilingual and Special Education staff, district support departments, community organizations, and trained family volunteers

Action Steps:

- **Host Family Attendance and Belonging Sessions:** Provide bilingual family sessions on attendance habits, morning and bedtime routines, school procedures, health guidance, anxiety and school avoidance, transportation planning, and the relationship between consistent attendance, belonging, and academic growth. Include student goal setting and practical family action plans.
- **Implement a Consistent Multichannel Communication Plan:** Share attendance updates, positive reminders, calendars, tips, and support information through the district-approved communication platform, newsletters, social media, texts, phone calls, conferences, and family events. Use personal outreach for students below 95% attendance or showing patterned absences.
- **Develop an Attendance Ambassador and Partner Network:** Train selected staff, family leaders, and community volunteers to promote attendance, welcome families, share approved resources, and connect families to campus staff. Ambassadors will not access confidential student information unless authorized and assigned through district procedures.
- **Coordinate Barrier-Reduction Partnerships:** Maintain a current referral network for transportation, health, housing, food, counseling, disability, childcare, and other needs. Use warm handoffs, document family consent and follow-up, and review whether supports improve attendance.
- **Monitor Progress Toward the 95% Goal:** Compare weekly, monthly, and year-to-date attendance with Guerra’s verified 2026 baseline. Review participation and results by grade and student group, then evaluate whether improved attendance supports the campus’s 2026 academic priorities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● Student information and attendance-tracking system ● Verified 2026 campus attendance baseline ● District-approved communication platform ● Attendance clerk, counselor, nurse, and parental educator ● Bilingual and Special Education supports ● Attendance Ambassador training materials ● Community resource directory and referral partners ● Family-session materials and student goal trackers	● Bilingual family-session agendas and sign-in records ● Monthly communication calendar and outreach logs ● Attendance Ambassador roster and training records ● Family attendance plans and goal-setting records ● Community partnership agreements or contact records ● Barrier referrals, warm handoffs, and follow-up documentation ● Weekly attendance dashboards and student risk lists ● Family feedback and resource-use records	● Average daily attendance increases from the verified 2026 baseline to at least 95% ● Reduced chronic absenteeism, tardies, and early pickups ● Increased family response to early attendance outreach ● Documented resolution or reduction of identified attendance barriers ● Improved attendance among EB and Special Education students ● School Progress maintains an A from the 2026 score of 90 ● RLA Meets increases from 59% to at least 65% ● Mathematics Meets increases from 57% to at least 63% ● Overall Masters increases from 29% to at least 35%	● Daily, weekly, monthly, and year-to-date attendance reports ● Attendance by grade, classroom, and student group ● Chronic-absence, tardy, and early-pickup data ● Family-session and Ambassador participation data ● Communication reach and response data ● Referral completion and barrier-resolution records ● Family surveys, focus groups, and feedback ● Classroom benchmarks, i-Ready, STAAR, TELPAS, and accountability reports

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Goal Area 4: Family and Community Empowerment

Strategy 3: Use a Proactive Attendance Early-Warning, Intervention, and Progress-Monitoring System in Partnership with Families

Timeline: September 2026–May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, and Migrant funds

Persons Responsible: Principal, assistant principal, attendance clerk, counselor, parental educator, family/community engagement staff, classroom teachers, nurse, bilingual and Special Education staff, district support personnel, and community partners

Action Steps:

Establish Clear Attendance Risk Indicators: Use the student information system to monitor average daily attendance, consecutive absences, patterned absences, tardies, early pickups, and year-to-date attendance. Flag students below 95%, approaching chronic absence, or showing a rapid decline, while also considering health, disability, and approved-absence information.

Conduct Weekly Attendance Data Reviews: The attendance team will review campus, grade, classroom, and student-group data each week; verify records; identify new and continuing concerns; assign outreach; and document the next review date. Compare trends with Guerra’s verified 2026 attendance baseline and the 95% campus goal.

Implement Tiered, Individualized Attendance Plans: Use universal reminders and recognition for all students; targeted calls, conferences, mentoring, and short-term goals for emerging risk; and individualized attendance plans, home visits when appropriate, referrals, and coordinated district or community supports for persistent concerns.

Partner with Families to Identify Barriers and Monitor Progress: Use respectful, bilingual conferences to identify barriers, agree on realistic actions, obtain consent for referrals, and review progress at least every two weeks. Revise plans based on attendance response and close plans only after sustained improvement.

Connect Attendance Response to Student Outcomes: Examine whether attendance improvement is associated with stronger classroom performance, i-Ready growth, benchmark results, intervention response, student belonging, and progress from Guerra’s 2026 RLA, mathematics, Masters, EB, and Special Education baselines.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
● Student information and attendance-tracking system ● Verified 2026 campus attendance baseline ● Attendance early-warning thresholds and dashboard ● Attendance team and weekly review protocol ● Individual attendance plan templates ● Counselor, nurse, parental educator, and attendance clerk ● Bilingual and Special Education supports ● District and community referral resources	● Weekly attendance dashboards and review agendas ● Student risk lists with assigned actions ● Verified attendance corrections and documentation ● Parent contacts, conferences, and bilingual communication logs ● Tiered intervention and individualized attendance plans ● Student goal-setting and mentoring records ● Home-visit, referral, and follow-up documentation ● Biweekly progress reviews and plan revisions	● Average daily attendance increases from the verified 2026 baseline to at least 95% ● Reduced chronic absenteeism, consecutive absences, tardies, and early pickups ● Increased percentage of students improving after attendance intervention ● Improved attendance among EB and Special Education students ● Increased family engagement in attendance plans and barrier resolution ● School Progress maintains an A from the 2026 score of 90 ● RLA Meets increases from 59% to at least 65% ● Mathematics Meets increases from 57% to at least 63% ● Overall Masters increases from 29% to at least 35% 	● Daily, weekly, monthly, and year-to-date attendance reports ● Attendance by grade, classroom, and student group ● Chronic-absence and attendance-risk movement data ● Intervention fidelity and response-to-support data ● Parent-contact, referral, and barrier-resolution records ● Student belonging and engagement surveys ● Classroom formative assessments and district benchmarks ● i-Ready, STAAR, TELPAS, and accountability reports

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Title I, Part A Schoolwide Program Components

Current ESSA framework: Augusto Guerra's schoolwide program is organized around a comprehensive needs assessment, a comprehensive schoolwide plan with evidence-based strategies, and an annual evaluation and revision cycle. The following commitments show how those requirements will be implemented using Guerra's released 2026 results.

1. **Comprehensive Needs Assessment:** Use 2026 accountability, STAAR, i-Ready, TELPAS, attendance, behavior, family-engagement, staffing, and program data. Guerra earned 91–A overall, 83–B in Student Achievement, 90–A in School Progress, 92–A in Closing the Gaps, and all six distinctions. Priority baselines include 80 Academic Growth; 59% RLA Meets; 57% mathematics Meets; 29% overall Masters; 55% Emergent Bilingual Meets; and 26% Special Education Meets across tested subjects.
2. **Comprehensive Schoolwide Plan and Evidence-Based Strategies:** Implement coordinated Tier 1 instruction, HQIM lesson internalization, collaborative planning, formative assessment, small-group instruction, MTSS/RTI, enrichment, attendance supports, and family partnership strategies. Set measurable 2027 targets, including maintaining A-level School Progress and Closing the Gaps, increasing Academic Growth to at least 85, RLA Meets to at least 65%, mathematics Meets to at least 63%, and overall Masters to at least 35%.
3. **High-Quality Instruction by Qualified Staff:** Ensure instruction is delivered by appropriately certified teachers and supported by qualified paraprofessionals. Monitor TEKS/HQIM alignment, rigor, reading comprehension, written response, mathematics problem-solving, academic language, differentiation, linguistic supports, specially designed instruction, checks for understanding, and student discourse through lesson-plan reviews, coaching, and walkthroughs.
4. **Targeted Professional Learning and Leadership Development:** Use T-TESS, walkthrough, coaching, and student-outcome trends to create individual and team professional-growth plans. Provide coaching cycles, model lessons, peer observations, CLL/PLC facilitation, instructional rounds, and leadership opportunities. Review implementation and impact at least quarterly.
5. **Recruitment and Retention of Effective Staff:** Use Guerra's instructional priorities to define high-impact teacher competencies, structured interview rubrics, lesson or data tasks, reference checks, mentoring, and onboarding. Target at least 90% retention of effective staff and at least 90% of new hires meeting first-year performance expectations.
6. **Parent and Family Engagement:** Increase documented family participation by at least 30% from the verified 2026 campus baseline through bilingual monthly events, academic workshops, culturally inclusive student showcases, two-way communication, family leadership opportunities, take-home learning resources, attendance outreach, and accessible supports for EB, Special Education, and migrant families.
7. **Preschool and Early-Childhood Transition:** Coordinate with district early-childhood programs, Head Start and community providers when applicable, families, and receiving teachers to share enrollment information, developmental and readiness data, language and disability supports, school routines, family orientation, and summer transition resources. Monitor Kinder Readiness and early-literacy progress after entry.
8. **Assessment, Data Use, and Annual Evaluation:** Use classroom formative assessments, district benchmarks, i-Ready, TELPAS, STAAR interim and summative results, student work, attendance, surveys, and implementation evidence to evaluate the plan. Review data throughout the year and complete an annual evaluation with staff and family input before revising the campus plan and resource allocations.
9. **Timely Additional Assistance and MTSS/RTI:** Identify students needing support through universal screening and ongoing progress monitoring. Provide timely Tier 2/Tier 3 intervention, tutoring, attendance plans, behavioral and counseling supports, specially designed instruction, linguistic accommodations, and enrichment. Document frequency, duration, response, regrouping, and communication with families.
10. **Coordination of Federal, State, Local, and Community Resources:** Align Title I, Title II, Title III, Special Education, Bilingual/ESL, State Compensatory Education, migrant, local, and community resources to the comprehensive needs assessment and schoolwide plan. Coordinate curriculum, health, mental-health, nutrition, attendance, housing, early-childhood, technology, college/career, and family services while meeting program intent, fiscal requirements, and documentation expectations.



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ADDENDUM

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	Augusto “Gus” Guerra Elementary is committed to our vision: Augusto “Gus” Guerra Elementary students are actively involved and prepared to collaborate, compete, and become multicultural life-long learners. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. 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, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.

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Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. 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. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. 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. 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.

Ways Parents and Families Can Get Involved	Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to, • personal phone calls • ClassDojo Mass Messenger • personal invitations • email the campus website • social media other campus communication platforms. Parents are encouraged to actively participate in the planning, review, and continuous improvement of the • Campus Parent & Family Engagement Policy • School-Parent Compact, the Campus Improvement Plan • other Title I programs • Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act (ESSA).
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Family Trainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings 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 at Elementary and Secondary Campuses (August 2026 and March 2026) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Cultural Family Night (September 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • National Parent Involvement Day (November 2026) • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027) • Title I Campus Meetings (September 2025) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (October 2026) • Curriculum Meetings (December 2026) • Understanding Assessment Meetings (January 2027)

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Curriculum	Augusto "Gus" Guerra Elementary utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Carnegie • Beanstack • I-Ready • Blended Learning • IXL • Magnetic Mosaico • SAVVAS
Forms of Academic Assessments	At Augusto "Gus" Guerra Elementary all students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. 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 Augusto "Gus" Guerra 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	Augusto "Gus" Guerra Elementary values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Augusto "Gus" Guerra Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.
Additional Parent Support	Augusto "Gus" Guerra Elementary values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.

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School-Parent	The School's	The Guardian's	The Student's	On-Going Communication
Compact	Responsibilities Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. 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,	Responsibilities 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.	Responsibilities 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.	On-Going Communication 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
Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family. This policy is also available in Spanish. (Esta política también está disponible en español.)				



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2025-2026 Programa de Participación de Padres y Familias (PFE)	
Augusto “Gus” Guerra Elementary está comprometida con nuestra visión: (ESCRIBA AQUÍ LA VISIÓN DE SU ESCUELA). Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.	
Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes. Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116. La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.	
Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.	



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Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. (NOMBRE DE LA ESCUELA) utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Carnegie • Beanstack • I-Ready • Blended Learning • Bluebonnet • IXL • Magnetic Mosaico • SAVVAS
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Formas de Evaluación Académica	En Agosto “Gus” Guerra Elementary todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards (NOMBRE DE LA ESCUELA) da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. (NOMBRE DE LA ESCUELA) valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.

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Apoyo Adicional para los Padres y las Familias	(NOMBRE DE LA ESCUELA) reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	- Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. - Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). - Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres. - Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	- Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. - Reportes de progreso cada tres semanas. - Boletas de calificaciones cada seis semanas.
Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA! Esta política también está disponible en inglés.				