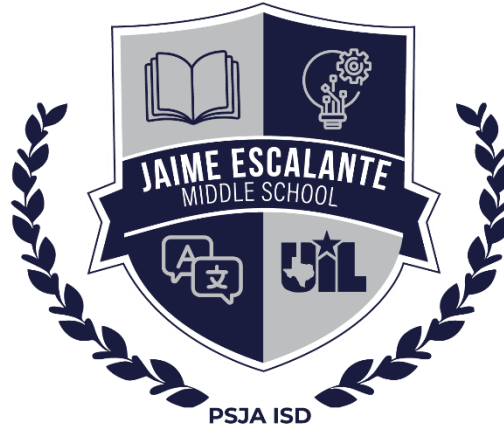




Campus Improvement Plan

Jaime Escalante Middle School

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

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Vision

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

Mission

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

District Strategic Direction



Campus Executive Summary

Demographics:

Jaime Escalante Middle School serves students from Pharr, Texas who come from similar backgrounds and way of life. The student body at Escalante Middle School is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	495	276	219	131	215	11	448	44	334
Percent		55.76%	44.24%	26.46%	43.43%	2.22%	90.51%	8.89%	67.47%

With the district's proximity to Mexico, 43.43% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Jaime Escalante Middle School has been rated a "B" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a 79. In Domain II, School Progress (90), Academic Growth (76) and Relative Performance (90) with an Eco Dis at a 97.9%. And last, Domain III, Closing the Gaps, Escalante scored 85.

The overall 2026 Accountability Rating for Jaime Escalante Middle School was a score of 89. In grades 6-8 all tested STAAR subjects, 518 tests were administered with over 99% participation for the 2026-2027 school year.

Curriculum and Instruction and Assessment:

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

Summary of Goals:

By the end of the 2025-2026 school year, the All-Students Group at Jaime Escalante Middle School will reach a 76% Domain III Next Interim Target Growth Score on the Math STAAR Assessment, surpassing the 67% interim target score. At least 90% of math teachers will consistently demonstrate effective lessons. In addition, Jaime Escalante Middle School will increase the percentage of emergent bilingual students demonstrating TELPAS progress from 19% to 42%, with a particular emphasis on increasing student proficiency and growth in the speaking domain. We will reach the interim proficiency target growth score of 42%. internalization, purposeful student talk, small group instruction, and use of blended learning resources. Furthermore, Jaime Escalante Middle School will meet or exceed the Domain III Academic Growth targets for students receiving special education services, reaching at least 43 in RLA and 50 in Math, while increasing consistent implementation of IEP aligned accommodations, differentiation, and effective co-teaching practices to 90% or greater.

Campus Performance Objectives Council

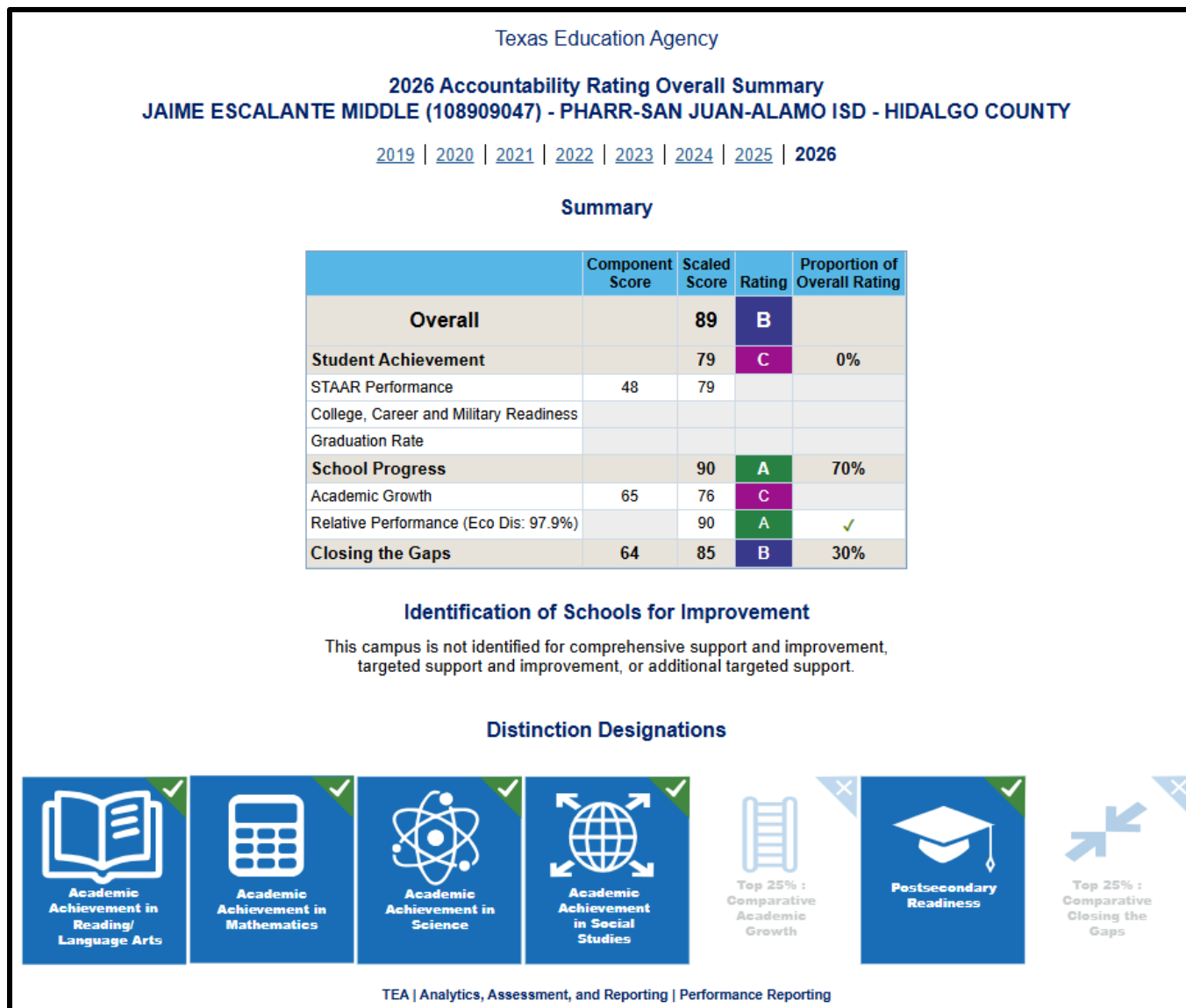
Focus Area 1: Effective Teaching & Learning	
Name	Role
Alma Martinez	Asst. Principal
Mark Sandoval	RLA Head
Ana Samaniego	Math Head
Jose Quintanilla	SS Head
Salome Benitez	Science Head
Alaina Monroy	SLA Head
Focus Area 2: Student Supports	
Name	Role
Federico Trevino	Asst. Principal
Shirley Villescascas	Counselor
Veronica Garza	Counselor
Laura Cortez	Liaison

Focus Area 3: Leadership Growth	
Name	Role
Raymundo Monrreal	Principal
Ludivina Hernandez	RLA CLF
Marla Vela	Math CLF
Jacob Benavidez	Science CLF
Claudia Ibarra	Elective CLF
Noemi Castillo	CLL
Perla Herrera	Math Mentor
Focus Area 4: Family & Community Empowerment	
Name	Role
Marisa Cavazos	Asst. Principal
Jazzmin Del Angel Bustamante	Parent Educator
Irinna Flores	Nurse
Maria Hernandez	Librarian
Melissa Canales	Community Member

Data Sources Reviewed

1. 2024 - 2026 Attendance
2. 2026 – 2027 Attendance
3. 2026 STAAR Performance
4. 2027 STAAR Performance
5. 2027 Identification of Schools for Improvement
6. 2026 TELPAS Performance
7. 2027 TELPAS Performance
8. Benchmark District Assessments
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



Retrieved on 8/25/2027 from [TEA 2027 Accountability Reports](#) (link to summary report)

Identification of Schools Improvement

Texas Education Agency

2026 Identification of Schools for Improvement
JAIME ESCALANTE MIDDLE (108909047) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

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

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	1
2025	-	0	-	-	-	-	-	3	3	3	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	2
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	-	-	-	-	-	0	0	3	-	0
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	3	-	-	-	-	-	3	2	3	-	2
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	-	0
2025	-	3	-	-	-	-	-	3	3	3	0	1
2026	-	3	-	-	-	-	-	3	3	3	0	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									3			
2025									3			
2026									0			

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance

JAIME ESCALANTE MIDDLE (108909047) - 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	497	498	176	174	1,345	
Approaches GL or Above	381	359	133	96	969	72%
Meets GL or Above	267	229	96	58	650	48%
Masters GL	138	111	50	28	327	24%
Total Percentage Points						144%
Component Score						48

Student Achievement: 2026 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	72%	72%	77%	97%	58%	70%	50%	40%	73%	69%	41%	-	-	41%
At Meets GL Standard or Above	48%	48%	73%	93%	27%	44%	28%	10%	50%	41%	20%	-	-	20%
At Masters GL Standard	24%	24%	50%	77%	8%	22%	10%	0%	26%	16%	11%	-	-	11%
Number of Tests														
At Approaches GL Standard or Above	969	949	20	120	357	623	148	4	782	187	18	-	-	18
At Meets GL Standard or Above	650	631	19	115	166	398	83	1	540	110	9	-	-	9
At Masters GL Standard	327	314	13	96	49	201	30	0	284	43	5	-	-	5
Total Tests	1,345	1,319	26	124	618	895	296	10	1,075	270	44	-	-	44
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	77%	77%	78%	98%	64%	74%	51%	*	77%	76%	60%	-	-	60%
At Meets GL Standard or Above	54%	53%	78%	93%	31%	50%	31%	*	56%	44%	27%	-	-	27%
At Masters GL Standard	28%	27%	56%	83%	8%	25%	10%	*	29%	21%	20%	-	-	20%
Number of Tests														
At Approaches GL Standard or Above	381	374	7	45	148	245	60	*	309	72	9	-	-	9
At Meets GL Standard or Above	267	260	7	43	73	166	37	*	225	42	4	-	-	4
At Masters GL Standard	138	133	5	38	18	84	12	*	118	20	3	-	-	3
Total Tests	497	488	9	46	233	331	118	*	402	95	15	-	-	15
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	72%	72%	78%	96%	59%	70%	54%	*	73%	70%	38%	-	-	38%
At Meets GL Standard or Above	46%	46%	67%	96%	26%	43%	25%	*	47%	41%	25%	-	-	25%
At Masters GL Standard	22%	22%	44%	80%	8%	21%	11%	*	24%	14%	13%	-	-	13%
Number of Tests														
At Approaches GL Standard or Above	359	352	7	44	138	232	64	*	292	67	6	-	-	6
At Meets GL Standard or Above	229	223	6	44	61	142	30	*	190	39	4	-	-	4
At Masters GL Standard	111	107	4	37	19	70	13	*	98	13	2	-	-	2
Total Tests	498	489	9	46	233	331	118	*	402	96	16	-	-	16
Science														
Percent of Tests														
At Approaches GL Standard or Above	76%	76%	*	100%	61%	74%	47%	*	76%	75%	29%	-	-	29%
At Meets GL Standard or Above	55%	54%	*	100%	30%	50%	27%	*	57%	45%	14%	-	-	14%
At Masters GL Standard	28%	27%	*	81%	11%	26%	10%	*	32%	15%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	133	130	*	16	46	86	14	*	103	30	2	-	-	2
At Meets GL Standard or Above	96	93	*	16	23	59	8	*	78	18	1	-	-	1
At Masters GL Standard	50	47	*	13	8	31	3	*	44	6	0	-	-	0
Total Tests	176	172	*	16	76	117	30	*	136	40	7	-	-	7
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	55%	55%	*	94%	33%	52%	33%	*	58%	46%	17%	-	-	17%
At Meets GL Standard or Above	33%	32%	*	75%	12%	27%	27%	*	35%	28%	0%	-	-	0%
At Masters GL Standard	16%	16%	*	50%	5%	14%	7%	*	18%	10%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	96	93	*	15	25	60	10	*	78	18	1	-	-	1
At Meets GL Standard or Above	58	55	*	12	9	31	8	*	47	11	0	-	-	0
At Masters GL Standard	28	27	*	8	4	16	2	*	24	4	0	-	-	0
Total Tests	174	170	*	16	76	116	30	*	135	39	6	-	-	6

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

JAIME ESCALANTE MIDDLE (108909047) - 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	602.0	1	602.00
Accelerated Learning Points Earned	88	0.25	22.00
Sum of Annual Growth plus Accelerated Learning Points			624.00
Total Tests Evaluated			962
Academic Growth Score			65

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

JAIME ESCALANTE MIDDLE (108909047) - 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	97.9%	48	90
College, Career, and Military Readiness			
Relative Performance			90

School Progress: Closing the Gap

2026 Closing the Gaps

JAIME ESCALANTE MIDDLE (108909047) - 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	17	24	70.8	30.0%	21.2
Growth Status	17	24	70.8	50.0%	35.4
ELP Status	0	4	0.0	10.0%	0.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					64

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	44%	31%	n/a	n/a	n/a	28%	19%	38%	45%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	n/a	n/a	n/a	40%	33%	48%	54%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	72%	66%	n/a	n/a	n/a	64%	60%	69%	73%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	54%	53%	78%	93%	31%	50%	31%	*	56%	44%	27%	-	-	27%
2026 # at Meets GL Standard or Above	267	260	7	43	73	166	37	*	225	42	4	-	-	4
2026 Total Tests (Adjusted)	497	488	9	46	233	331	118	*	402	95	15	-	-	15
2025 % at Meets GL Standard or Above	53%	53%	--	97%	40%	50%	40%	--	55%	45%	29%	-	--	32%
Mathematics 2026 Target	47%	35%	n/a	n/a	n/a	36%	22%	44%	49%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	46%	n/a	n/a	n/a	47%	34%	53%	58%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	74%	68%	n/a	n/a	n/a	68%	61%	72%	75%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	2	3				3	3		2					
2026 % at Meets GL Standard or Above	46%	46%	67%	96%	26%	43%	25%	*	47%	41%	25%	-	-	25%
2026 # at Meets GL Standard or Above	229	223	6	44	61	142	30	*	190	39	4	-	-	4
2026 Total Tests (Adjusted)	498	489	9	46	233	331	118	*	402	96	16	-	-	16
2025 % at Meets GL Standard or Above	38%	38%	--	97%	25%	37%	33%	--	39%	31%	29%	-	--	37%
Academic Growth Status														
RLA 2026 Target	63%	58%	n/a	n/a	n/a	57%	43%	61%	64%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	73%	68%	n/a	n/a	n/a	67%	53%	71%	74%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	93%	88%	n/a	n/a	n/a	87%	73%	91%	94%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	64%	64%	78%	85%	48%	61%	47%	*	65%	60%	50%	-	-	50%
2026 Growth Points	316.50	309.50	7.00	39.00	112.00	198.50	54.75	*	261.75	54.75	7.50	-	-	7.50
2026 Total Tests	492	483	9	46	231	328	117	*	401	91	15	-	-	15
2025 Academic Growth Score	66%	65%	--	97%	58%	63%	50%	--	66%	64%	63%	-	--	63%
Mathematics 2026 Target	67%	62%	n/a	n/a	n/a	62%	50%	66%	67%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	72%	n/a	n/a	n/a	72%	60%	76%	76%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	92%	n/a	n/a	n/a	92%	80%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	2	3				2	3		2					
2026 Academic Growth Score	65%	65%	66%	79%	54%	61%	51%	*	65%	69%	52%	-	-	52%
2026 Growth Points	307.50	302.25	5.25	26.00	124.00	189.00	59.75	*	246.50	61.00	8.25	-	-	8.25
2026 Total Tests	470	462	8	33	230	312	117	*	381	89	16	-	-	16
2025 Academic Growth Score	51%	51%	--	96%	44%	51%	43%	--	52%	50%	48%	-	--	48%

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Federal Graduation Rate Status														
2026 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
Points Evaluated for Federal School Improvement														
2025 % Graduated	-	-	-	-	-	-	-	-			-	-	-	-
2025 # Graduated	-	-	-	-	-	-	-	-			-	-	-	-
2025 Total in Class	-	-	-	-	-	-	-	-			-	-	-	-
2024 % Graduated	-	-	-	-	-	-	-	-			-	-	-	-
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					30%									
Next Interim Target (2027-28 through 2031-32)					32%									
Long Term Target (2037-38)					36%									
Points Evaluated for Federal School Improvement					0									
2026 TEPAS Progress Rate					21%									
2026 TEPAS Progress					48									
2026 TEPAS Total					233									
2025 TEPAS Progress Rate					27%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 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
Points Evaluated for Federal School Improvement	3	3				3	3	0	3					
2026 STAAR Component Score	48	48	67	89	31	45	29	17	50	42	24	-	-	24
2026 % at Approaches GL Standard or Above	72%	72%	77%	97%	58%	70%	50%	40%	73%	69%	41%	-	-	41%
2026 % at Meets GL Standard or Above	48%	48%	73%	93%	27%	44%	28%	10%	50%	41%	20%	-	-	20%
2026 % at Masters GL Standard	24%	24%	50%	77%	8%	22%	10%	0%	26%	16%	11%	-	-	11%
2026 Total Tests	1,345	1,319	26	124	618	895	296	10	1,075	270	44	-	-	44
2025 STAAR Component Score	43	43	52	90	32	41	35	21	44	39	35	-	17	40

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)															
2026 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
Points Evaluated for Federal School Improvement															
2025 % Students Meeting CCMR		-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 # Students Meeting CCMR		-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 Total Students		-	-	-	-	-	-	-	-	-	-	-	-	-	-
2024 % Students Meeting CCMR		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation 2025-26															
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%
# Participants		531	521	10	46	257	356	125	*	413	118	18	-	-	18
Total Students		531	521	10	46	257	356	125	*	413	118	18	-	-	18
Mathematics															
% Participation		100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	-	100%
# Participants		531	521	10	46	256	355	125	*	413	118	19	-	-	19
Total Students		531	521	10	46	256	355	125	*	413	118	19	-	-	19

Comprehensive Needs Assessment

AREA LEADS: Alma Martinez, Mark Sandoval, Ana Samaniego, Jose Quintanilla, Salome Benitez, Alaina Monroy



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed

STAAR performance and growth; TELPAS performance; SPED subgroup performance; lesson internalization; TCLC implementation; formative and interim assessment data; differentiated instruction; blended learning; student discourse; accelerated learning; classroom walkthroughs; and teacher lesson planning.

Strengths

Jaime Escalante Middle School has a strong instructional foundation through a standards-aligned Guaranteed and Viable Curriculum, year long scope and sequence, TEKS-aligned assessments, and access to data platforms that allow teachers and campus leaders to analyze student performance by item, standard, and student. Campus and district staff use assessment data to make instructional adjustments and provide corrective instruction throughout the year. The campus has multiple instructional structures in place to support differentiated learning, including flexible grouping, blended learning, IXL, TELPAS aligned instructional practices, graphic organizers, close reading, writing across content areas, and data responsive lesson internalization. Teachers are expected to use student data, unpacked assessments, content standards, and language objectives to intentionally plan instruction. Another strength is the campus emphasis on collaborative planning and instructional feedback. Teachers collaborate through TCLCs, while administrators, the CLL, and instructional leaders provide lesson plan feedback, walkthrough feedback, and support for targeting specific student needs. These structures provide a strong foundation for improving Math growth, TELPAS progress, and SPED academic growth.

Challenges

Despite established instructional systems, student achievement data indicate continued gaps in RLA and Mathematics, particularly among Emergent Bilingual and Special Education students. In Mathematics, 46% of all students, 45% of EB students, and 25% of SPED students performed at Meets Grade Level or above. In RLA, 54% of all students, 54% of EB students, and 31% of SPED students performed at Meets Grade Level or above.

The campus also needs greater consistency in deconstructing lesson internalization, data analysis, and instructional planning into high-quality daily Tier I instruction. Areas of need include purposeful student discourse, stronger use of formative assessment, timely instructional response to data, differentiated instruction, effective co-teaching, and consistent implementation of IEP aligned accommodations.

Emergent bilingual students require more frequent and purposeful opportunities to use academic language across speaking, listening, reading, and writing, with particular emphasis on speaking. SPED students require stronger differentiation and co-teaching practices, while math instruction requires continued emphasis on blended learning, accelerated learning, flexible grouping, and productive struggle.

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

Student group performance will improve a Proficiency Level on STAAR assessments by spring 2027.

OBJECTIVE 1: All student group/subgroups will meet Domain III Target Growth in 2027-2027 STAAR testing performance by increasing a proficiency level.

Strategy 1: Incorporate Differentiated Instructional Strategies into the learning opportunities: Sheltered Instruction Observation Protocol, English Language Proficiency Standards and Cooperative Learning

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, Administration, CLL, CLF, CIT

Action Steps:

1. Teachers will implement new protocols / strategies given that will include, but not limited to, CIF strategies (3 Color Review, Back-to-Back, Annotate for Someone Else)
2. Utilize TELPAS Data and instructional practices aligned to the four TELPAS domains.
3. Professional Development that will target specific research based instructional strategies focused on differentiation
4. Build a library of in-house instructional videos featuring teachers demonstrating their use of differentiated instructional strategies
5. Teachers will select 2-3 technology platforms to embed differentiated instruction.
6. Teachers in 6th & 7th grade will be utilizing the RSSP_RBIS (Conceptual & Procedural, Depth of Key Concepts, Coherence of Key Concepts, and Productive Struggle) strategies through Bluebonnet (headphones, math manipulatives, etc..)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Curriculum - Lead4ward - Lesson plan - DMAC Reports - DOK Guides - Sentence STEMS - Google Classroom - RSSP-RBIS - CIF - Big “Buck” of Strategies - Mathia - Study Sync - IXL - iReady - MSClass - Blended Learning	- DMAC data reports - Progress Monitoring Reports - Walk-through feedback - LPAC notes - Lesson Plans - TEEMS documentation	- Student achievement gains on the STAAR - TELPAS achievement gains - Increased reading level - Increased fluency of English Language # of vocab. words increase - text complexity	- Formative Assessments - BM's - STAAR - TELPAS - SGM's - Walkthroughs - iReady reports - IXL Reports

- Agile Mind

Goal Area 1: Effective Teaching and Learning

Strategy 2: Intentional Flexible Grouping will be incorporated to support differentiation, better targeted instruction as well as personalized learning.

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, Administration, CLL, CLF, CIT

Action Steps:

1. Data dives will be conducted collaboratively in order to be informed on creating the intentional groupings to personalize student learning
2. Create 2 to 3 groupings specific to the type of lesson designed (i.e.: project-based learning, inquiry-based learning, blended learning, etc.)
3. Teachers will work on designing lessons for flexible grouping
4. Adoption of the Growth Mindset to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts), leading to putting more energy into learning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Curriculum - Lead4ward Resources - Lesson Plan Template - DMAC Reports - Seating Chart - Collaboration Technology - Big "Buck" of Strategies - Google Classroom - Newline - TCMPC - MSClass Roadmap - Blended Learning - Agile Mind	- Seating Chart - DMAC data reports - Progress Monitoring Reports - Walk-through feedback - Lesson Plans - TEEMS documentation	- Student achievement gains on the STAAR - TELPAS achievement gains - Increased reading level - Increased fluency of English Language # of vocab. words increases - text complexity - increased engagement	- Formative Assessments - BM's - STAAR - TELPAS - SGM's - Walkthroughs

Goal Area 1: Effective Teaching and Learning

Strategy 3: Graphic organizers will be built into lessons to process new learning, for retrieval practice and to make lessons accessible to more students.

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, Administration, CLL, CLF, CIT

Action Steps:

1. Select specific graphic organizers to incorporate into the lessons that will be delivered.
2. Lesson planning to weave in graphic organizers / mind maps in order to support brain-based learning strategies.
3. Reflect on the retrieval practice of the various graphic organizers to ensure that students learn and retain information more effectively

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum • Lead4ward Resources • Lesson Plan Template • Graphic Organizers • Sentence STEMS • Big "Buck" of Strategies • Google Classroom • Newline • TCMPC • MS Class Roadmap • Blended Learning	• Student Work • Informal/Formal Assessment • Walk-through feedback • Lesson Plans • TEEMS documentation	• Student achievement gains on the STAAR • TELPAS achievement gains • More fluidity with compare/contrast • increased retention of new content • deeper connections to content • increased engagement	• Formative Assessments • BM's • STAAR • TELPAS • SGM's • Walkthroughs

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

OBJECTIVE 2: Beginning August 2026, Escalante will continue implementing the Literacy Initiative practice, in all classrooms, in order to increase the percentage of students reading at/above grade level targets when tested through AR May 2027 testing.

Strategy 1: Through Close Reading, students will be encouraged to slow down, engage with the text in different ways and reflect as they read.

Timeline: September 2026 – May 2027

Title I School Components: Title I

Persons Responsible: Teachers, Administrators, CLL

Action Steps:

1. Teacher needs to take stories from curriculum and make them close reading ready and create a “Thought Capturer” for each text to be read.
2. Teacher will model the “Read Aloud” and “Think Aloud” in order for students to be able to engage with more complex text.
3. Teachers will implement new protocols / strategies given that will include, but not limited to, CIF strategies (3 Color Review, Back-to-Back, Annotate for Someone Else).
4. Professional Development that will specifically target close reading strategies inclusive of using the graphic organizer “Thought Capturer”.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Curriculum - iReady - IXL - Mathia - Savvas - StudySync - Reading by Design (RBD) - Lead4ward Resources - CIF - TCMPC	- Walk-through feedback - Lesson Plans - Student Exemplar Work Samples - Interactive Student Notebooks - Creation of "Thought Capturers"	students are able to: - examine the deep structures of text - make connections and uncover deep layers of meaning - are reflecting on the meaning of individual words - monitoring and assessing their thinking	- Formative Assessments - BM's - STAAR - TELPAS - SGM's - Walkthroughs

Goal Area 1: Effective Teaching and Learning

Strategy 2: Writing Across Contents: Students will develop their ideas, their critical thinking ability and their writing skills in order to enable students to experiment every day with written language and increase their fluency and mastery of written conventions.

Timeline: September 2026 – May 2027

Title I School Components: Title I #1, # 2, 3, 4, Local funds

Persons Responsible: Teachers, Administration, CLL, CLF, CIT

Action Steps:

1. Teachers will ensure that relevant writing opportunities are embedded into the daily learning targets and will highlight this in the lesson plan.
2. Teachers will give feedback on growth and post the best responses for all students to see and to use as mentor text.
3. CLC Learning Topic where teachers will get training on embedding Writing opportunities into their daily lessons.
4. Teachers will assign topics through virtual platforms that allow students to write or voice their responses.
5. Through the use of CIF and RSSP-RBIS strategies, teachers will incorporate intentional, higher order thinking writing in their classrooms.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Curriculum - iReady - IXL - Savvas - Study Sync - Reading by Design (RBD) - Lead4ward Resources - CIF - RSSP-RBIS - Newline - AI Vetted apps.	- Walk-through feedback - Lesson Plans - Student Exemplar Work Samples - Interactive Student Notebooks - CLC sharing of Lesson Plans and Writing Topic/Assignment - TEEMS documentation	- the writer is able to show he/she is in charge (of content, voice, and structure) - The writer better understands ideas - The writer explores with his/her writing and personally engages in what they are reading and writing showing the connection of the two contents	- Formative Assessments - BM's - STAAR - TELPAS - SGM's - Walkthroughs

Goal Area 1: Effective Teaching and Learning

Strategy 3: Implement Library Initiatives: “One Book” “You’ve Been Booked” Renaissance Learning AR & STAR Professional Reading for Leisure & Professional Development

Timeline: September 2026 – May 2027

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

Persons Responsible: Librarian, Teachers, Administration, CLL, Paraprofessionals

Action Steps:

1. One Book, One School: Selecting one book that represents current socio-cultural issues and/or themes that can be shared, read, and discussed with the entire school community.
2. You’ve Been Booked: Rotation of selected picture books to share and model read-aloud practices engaging students who read at or below reading level.
3. Beanstack: Observe student points accumulated and identify themes that students are interested in reading. Monitor reading fluency.
4. Selecting books for professionals to form a Professional Book Club that focuses on the reflection and implementation of best practices in the virtual or face-to-face classroom. Teachers may also display their current reading selections by posting a flier on their classroom doors that can be changed weekly or monthly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Epic - Quill	- MyOn reports - AR Reader of the Six Weeks - Library Calendar	- AR Reader of the Six Weeks - Display on site or on social media	- Renaissance STAR testing - Renaissance AR testing - Book Reports/Presentations - Book Discussions

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

100% of the teachers will plan collaboratively on Objective Driven and Data Responsive Lesson Internalization

OBJECTIVE 3: 100% of the teachers will use the district provided resources to intentionally plan to use relative data and respond to the data when setting up the teaching and learning platform

Strategy 1: Intentional Objective Driven and Data Responsive Lesson Plans will be produced.

Timeline: September 2026 – May 2027

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

Persons Responsible: Administration, Teachers, CLL

Action Steps:

1. Teachers will refer to their Student Growth Tracker, unpacked assessments, deconstructed Content Standards and Language Objectives when planning the lesson delivery
2. Intentional Objective Driven Lesson Planning/Internalization Training will be conducted during CLC
3. Teachers will all post the objectives for each lesson in a central location where all teachers can see what each content is focused on for that day as well as begin each class period going over the objectives with the students

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Lesson Plan Template - Lesson Cycle Guide - District Curriculum - Lead4ward Resources - Data Tracker - Unpacked Assessments - Unpacked TEKS - TCMPC	- Exemplar Lesson Plans - Language and Content Objectives displayed - Students are using the language of the objectives - Balance of students interacting through Speaking, Listening, Writing, & Reading - Teachers unpacking TEKS and Specificities	- Intentional instruction aligned to assessment expectations - Targeted Standards/TEKS will show growth through assessments - Students will be able to better goal set from better understanding the components of the skill	- Formative Assessments - BM's - STAAR - TELPAS - SGM's - Walkthroughs

Goal Area 1: Effective Teaching and Learning

Strategy 2: CLL, Dept. Heads and Administrators will review and give lesson plan feedback to ensure CIP goals and strategies are embedded into the teaching and learning lesson cycle.

Timeline: September 2026 – May 2027

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

Persons Responsible: CLL, Department Chairs, Administration

Action Steps:

1. A feedback walkthrough form will be released to teachers after an observation for ongoing feedback on their lesson delivery.
2. Teachers will have an opportunity to share/showcase best practice lesson plans during CLC where they will get feedback from colleagues as well as participants getting ideas on fine tuning their lessons.
3. OneDrive folder will be created for the managing and submission of lesson artifacts in order to better access and collaborate around the posted lessons

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Lesson Plans - Lesson Plan Feedback form - District Curriculum - Lesson Plan Folder - Field Guides	- Exemplar Lesson Plans - Lesson Plan Feedback form - OneDrive Folder - Calendar	- Teachers will personalize lesson plans with details and targeted specificities - Teachers will better be able to reflect on impact of lesson and student achievement of the new concept/skill	- Formative Assessments - BM's - STAAR - TELPAS - SGM's - Walkthroughs

Goal Area 1: Effective Teaching and Learning

Strategy 3: Use assessment data to drive the planning for the intentional additional support that will be planned for all students needing to master specific TEKS.

Timeline: September 2026 – May 2027

Title I School Components: Title I #1, # 2, 4, 8, Local funds, Special Ed & Bilingual Funds, Migrant Funds, SCE Funds

Persons Responsible: Teachers, Administration, CLL, CLF

Action Steps:

1. Data gathering and disaggregation before and after assessment data is available in order to create and monitor Data Trackers that will inform interventions and progress
2. Intentional Targeted Academies responding to assessment data targeted students and target skills needed
3. Intentional lesson internalization for targeting the skills that students can build on and for those frequently tested.
4. Teachers will receive and review Data Analyzed by administration that will include strengths and Areas of Need.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lesson Plans • DMAC Reports • Cambium Reports • Progress Monitoring • Classroom Data Tracker • Individual Student Progress • Benchmark I & II • Academy list • Agile Mind • IXL • iReady • Mathia	• DMAC Reports • Campus Performance Review • Student Progress Monitoring • Lesson Plans • Tutoring List • Data Tacker with Comments	• DMAC Reports • Campus Performance Review • Student Progress Monitoring • Lesson Plans • Tutoring List • Data Tacker with Comments	• Formative Assessments • BM's • STAAR • TELPAS • SGM's • Walkthroughs • iReady reports • Mathia reports • IXL reports

AREA LEADS: Federico Trevino, Shirley Villescass, Veronica Garza, Laura Cortez



GOAL AREA 2: Student Supports

Areas Reviewed

STAAR performance and growth; TELPAS performance; SPED subgroup performance; student progress monitoring; intervention and accelerated learning data; student engagement; attendance; school climate/SEL; mentoring and student recognition.

Strengths

Jaime Escalante Middle School has multiple student support systems in place to address academic, social emotional, language development, and engagement needs. The campus uses STAAR performance and growth; TELPAS performance; SPED subgroup performance, formative assessments, and progress-monitoring tools to identify students requiring additional support. Selected language learners are paired with campus mentors who review academic and TELPAS performance, support goal setting, and meet with students throughout the year. The campus also provides opportunities for student recognition, SEL through Advisory, tutoring/academies, and individualized academic supports. These structures provide a foundation for increasing student ownership, engagement, language acquisition, and academic growth. Student supports will be intentionally connected to the campus Math, EB, and SPED improvement goals by ensuring students identified through assessment data receive targeted intervention, accelerated learning, mentoring, and progress monitoring.

Challenges

Student performance data indicate continued achievement and growth gaps among Emergent Bilingual and Special Education students, particularly in mathematics. In 2026, Math Meets performance was 46% for all students, 45% for Emergent Bilingual students, and 25% for Special Education students. SPED students also demonstrated low Masters performance across tested content areas, including 11% in Math, 10% in Reading, 10% in Science, and 7% in Social Studies. Additional attention is needed to ensure that students receiving intervention are identified early, provided targeted Tier 2/Tier 3 or accelerated-learning support, and monitored frequently for response to intervention. Emergent bilingual students require intentional opportunities to develop all four language domains, particularly speaking, while SPED students require consistent IEP-aligned accommodations, differentiation, and access to rigorous Tier I instruction. Student motivation, engagement, attendance, and social-emotional needs may also affect students' ability to fully access these academic supports.

Goal Area 2: Student Support: Safe Spaces and Mental Health Support**Annual Goal 2: To create a Safe and Positive School Culture and Climate for every student**

OBJECTIVE 1: Provide a school environment that promotes wellness for its students 100% of the time and yields increased attendance and higher academic achievement.

Strategy 1: JEMS throughout the year will build a positive culture and climate, ultimately achieving a healthy organization through recognizing potential threats that are making students or staff feel unsafe and removing them and rewarding high achievers.

Timeline: September 2026 – May 2027

Title I School Components: Title I #10, Migrant Funds

Persons Responsible: Teachers, Counselors, PR Representative, CLL, Administration, CIT

Action Steps:

1. Create and conduct student surveys on the culture and climate and discover the perceptions of safety.
2. Create opportunities for students to become student leaders who can research and assess needs of the campus in the area of “Safe Places” and they will become change agents for new programs and activities.
3. Create a committee consisting of both students and teachers campaigning against “Bullying” through various activities and PR.
4. Create a safe environment where all students follow dress code by wearing their school uniform.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Surveys - School Uniforms	- Survey Results - Calendar of Activities - National Junior Honor Society - Daily uniform sweeps	- Increase in a positive culture and school climate - Increase of Students feeling safe - Student lead activities - Increase of Student participation throughout the campus - All students will have an opportunity to purchase uniforms	- Formative Assessment - Walkthroughs

Goal Area 2: Student Support: Safe Spaces and Mental Health Support

Strategy 2: JEMS will be utilizing the StopIt App for students, parents and staff to report threats including and harassment.

Timeline: September 2026 – May 2027

Title I School Components: Title I #10

Persons Responsible: Teachers, Administration, Counselors, Security, PSJA Police Officer

Action Steps:

1. Create an action plan for students to learn about the StopIt app and how/when to use it
2. Create a follow up and follow through plan for admin/counselors to complete the StopIt Incident Reports in a timely manner.
3. Place StopIt Posters in strategic areas throughout the campus so that students are reminded of the campaign.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Action Plan - Behavior Intervention Protocol - StopIt Posters - Counseling & Guidance - Admin support - District Curriculum - PEIMS Discipline Report	- Action Plan Documentation - Notify Application - BIF Reports	- Decrease of student referrals - Increase of student feeling safe - Positive campus culture and climate	- Formative Assessment - Walkthroughs

Goal Area 2: Student Support: Safe Spaces and Mental Health Support

Strategy 3: Create a detailed campus safety plan that encompasses all potential threats

Timeline: September 2026 – May 2027

Title I School Components: Title I #10

Persons Responsible: Teachers, Counselors, PR Representative, Librarian, Administration, All Other Staff, Campus Safety Team, Campus Threat Assessment Team

Action Steps:

1. Do a Campus walk and notate/map every classroom and exit door of our campus.
2. Create and share PowerPoints for reference that will also be utilized for training.
3. Create a committee for safety protocols and for threat assessment. These committees will collaborate to assess various ways to improve school safety.
4. Conduct Safety Audits with the assistance of Safety Department, Security Officers, and Administration.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Electronic Maps - Hard Copy Maps - Emergency Lockdown/Drill - Procedure document - Emergency Lockdown/Drill Calendar	- Campus Map with numbered rooms - Calendar of Drills - In Campus practice of Safety Protocols and Systems - Committee Minutes/Notes - Training Sign-Ins - Swivel Recordings of trainings	- Decrease of student referrals - Increase of student feeling safe - Positive campus culture and climate - Increased Awareness of Safety protocols	- Formative Assessment - Walkthroughs

Goal Area 2: Student Supports: Recognition and Rewards

OBJECTIVE 2: Throughout the year students will have opportunities to challenge themselves to reach great heights and be recognized for their efforts.

Strategy 1: Recognition for Grades

Timeline: September 2026 – May 2027

Title I School Components: Title I, Local Funds, SCE

Persons Responsible: Teachers, Counselors, PR Representative, Administration

Action Steps:

1. Students will receive recognition for “A” & “B” Honor Roll via certificates and social media.
2. Teachers will select students of the six weeks per team to be recognized.
3. Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.
4. Using PEIMS, DMAC, and overall grades, students will receive EOY awards at the Annual Awards Ceremony.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Exemplar Student Work - DMAC Student Performance Report - PEIMS Grade Report - Social Media Platforms	- Certificates - Social Media Posting - DMAC Reports - PEIMS Reports	- Increase in Student engagement - Increase in Student motivation - Friendly competition - Students reaching their Goal - Increase in positive campus climate	- Formative / Summative Assessments - Benchmarks - TELPAS - STAAR - SGMs

Goal Area 2: Student Support: Recognition and Rewards**Strategy 2:** Recognition for Attendance**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Local Funds, SCE**Persons Responsible:** Teachers, Counselors, PR Representative, Administration, Campus Liaison**Action Steps:**

1. Students will receive recognition for Perfect Attendance via certificates and social media.
2. Teachers will select a student from the six weeks per team to be recognized.
3. Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- PEIMS Attendance Report - Social Media Platforms	- Certificates - Social Media Posting - DMAC Reports - PEIMS Reports	- Increase in Student engagement - Increase in Student motivation - Friendly competition - Students reaching their Goal - Increase in positive campus climate	- Formative / Summative Assessments - Benchmarks - TELPAS - STAAR - SGMs

Goal Area 2: Student Supports: Recognition and Rewards**Strategy 3:** Recognition for student product, PBL, Student Lead Conference**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Local Funds, SCE**Persons Responsible:** Teachers, Counselors, PR Representative, Administration**Action Steps:**

1. Showcase exemplar student products on social media (FB, School website, Instagram)
2. Incorporate fairs to encourage PBL student participation
3. Student Lead Conference via National Junior Honor Society

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Exemplar Student Work - Social Media Platforms - Supplies for fairs	- Social Media Posting - Calendar of Fairs - Exemplar Student Work	- Increase in Student engagement - Increase in Student motivation - Friendly competition - Increase of Student Involvement - Increase in positive campus climate	Formative assessments

Goal Area 2: Student Supports: SEL

OBJECTIVE 3: Throughout the school year, students will have the opportunity to reflect on their SEL.

Strategy 1: Selected Language Learners from all grades will be partnered up with a campus mentor to guide and motivate students to set goals

Timeline: September 2026 – May 2027

Title I School Components: Title I #10

Persons Responsible: Teachers, Counselors, Administration

Action Steps:

1. Review data for Language Learners and identify students who will be partnered with a campus mentor
2. Work with mentors to design the mentoring program and ultimately create a list of all the ways to support the student both virtually and face to face.
3. Mentor meets with mentee 3 times during the year to discuss academic and testing performance and collaboratively goal set

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS Reports • LPAC Report • Mentor Calendar	• TELPAS Reports • TELPAS Benchmark Review • Mentor Log	• TELPAS achievement gains • Increased reading level • Increased fluency of English Language • Increase motivation • Increase engagement	• Formative Assessment • Walkthroughs

Goal Area 2: Student Support: Recognition and Rewards

Strategy 2: Social Emotional Learning lessons will be offered to all students through their Advisory period once a week.

Timeline: September 2026 – May 2027

Title I School Components: Title I #10

Persons Responsible: Teachers, Counselors, Administration

Action Steps:

1. Teachers will receive materials through AVID EXCEL and Counseling and Guidance district platforms to address SEL.
2. Teachers will study the SEL lessons provided and personalize, when possible, to make them more relevant
3. Teachers will create surveys to implement once every six weeks to gauge how students received the lessons and for checking if they are in need of additional help.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Counseling & Guidance District Lessons - Lesson Plans - EVERFI - SEL Trainings - Surveys	- Lesson Plans - Survey Results - Interactive Student Notebook	- Increase student engagement - Decrease student referrals for counseling - Increase student motivation - More outreach opportunities	- Formative Assessment - Walkthroughs

AREA LEADS: Raymundo Monrreal, Ludivina Hernandez, Marla Vela, Jacob Benavidez, Claudia Ibarra, Noemi Castillo, Perla Herrera



GOAL AREA 3: Leadership Growth

Areas Reviewed

Instructional leadership capacity; teacher leadership; TTESS and walkthrough data; coaching and feedback cycles (and as supported by the LIFT grant); TLC/data team effectiveness; lesson internalization; professional development; teacher goal setting; campus assessment and student-growth data.

Strengths

Jaime Escalante Middle School has established structures for developing both instructional and teacher leadership capacity. The campus utilizes administrators, the CLL, CLFs/department leaders, and LIFT support to provide coaching, feedback, professional learning, and opportunities for teachers to learn from one another. Teachers participate in peer observations, walkthroughs, professional goal setting, and collaborative learning opportunities designed to strengthen instructional practice.

Teacher leaders are also expected to analyze campus and student-level data, maintain student data trackers, participate in data dives, and develop instructional action plans for tutorials, academies, grouping, and intervention. These systems provide a strong structure for using leadership capacity to improve student outcomes in Math, TELPAS, and SPED.

Through the MS Grant, content teacher leaders and the CLL will further strengthen TLC implementation by supporting collaborative lesson internalization, data analysis, and instructional planning within content teams.

Challenges

Although leadership and coaching structures are in place, student outcomes indicate a need for greater consistency in translating PLC work, walkthrough feedback, professional development, and coaching into measurable changes in classroom practice. Math Meets performance remains at 46% overall, with EB students at 45% and SPED students at 25%, while both EB and SPED students demonstrate performance gaps across proficiency levels.

Campus leaders must ensure that feedback and coaching cycles result in specific teacher action steps and documented follow-up. Additional leadership focus is needed on lesson internalization, purposeful student discourse, blended learning, differentiated instruction, SPED co-teaching, IEP implementation, and the use of assessment data to respond quickly to student needs. Calibration among administrators and instructional leaders must also continue so that teachers receive consistent expectations and actionable feedback.

A continued challenge will be ensuring that LIFT coaching cycles move beyond observation and feedback to a complete cycle of 1. identified need 2. actionable feedback 3. teacher implementation 4. follow-up evidence, and 5. impact on student learning.

Goal Area 3:Leadership Growth: Coaching

Annual Goal 1: All teachers and administrators will engage in focused and planned calibrated instructional growth activities.

OBJECTIVE 1: Teachers and Administrators will improve in three T-TESS Standard areas by moving one or more levels up.

Strategy 1: Teachers Teaching Teachers will be an ongoing initiative where teachers share and showcase their areas of strength and expertise to help build capacity of others.

Timeline: September 2026 – May 2027

Title I School Components: Title I #3, #8

Persons Responsible: Teachers, CLL, Administration, CLF, LIFT mentor

Action Steps:

1. Teachers will do peer visits to gain opportunities to add to their tool kit and to reflect on the set up of the classroom and the choices made for key brain-friendly anchor charts displayed. Visitors will leave a “glow” form of feedback for the teacher visited.
2. Teachers will record their lessons and choose the best practice lessons to post in the JEMS created Hoonuit as this will serve to build teacher capacity. Teachers will be responsible for turning in written reflections of the learning opportunity.
3. Teachers will keep a record of class visits, videos viewed and professional development attended in order to align this to teacher PD Goals.
4. Teachers will volunteer to conduct mini-instructional strategies and best practice training during CLC, Content Planning Time and after school.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lesson Plan • Swivel • Hoonuit • Peer Observation Guide/Checklist • Reflection Journal • Teacher Log • MS Class • LIFT	• Videos • Peer Observation Guide/Checklist • Teacher Logs • Teacher Reflection Journal • Hoonuit Certificates • TEEMS documentation logs	• Teacher content/skill knowledge and performance level increases • Self-Reflection on performance increases • More teachers getting out of their comfort zone	• T-TESS • SGM's • Walkthroughs

Goal Area 3: Leadership Growth: Coaching

Strategy 2: Conduct Calibrated Classroom Ghost Walks, Walkthroughs, and visit other campuses to see best practices.

Timeline: September 2026 – May 2027

Title I School Components: Title I #3, #8

Persons Responsible: Teachers, CLL, Administration, CLF

Action Steps:

1. Create a schedule for the Ghost walks and Google Classroom visits.
2. Conduct Calibrated Classroom Ghost Walks and Walkthroughs and share feedback for growth upon completion of the calibrated session.
3. Create opportunities for the teacher to meet with admin on the feedback that was submitted and set up a date to revisit the teacher to look for the practice that the teacher worked to strengthen.
4. Administration, along with a group of people, will visit other campuses to observe best instructional practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Ghost walks schedule • Ghost walks template • Feedback Form • Google Classroom • Schedule	• Ghost walks documentation • Lesson Plan • Ghost walks schedule and Calendar	• Administrators will have more impactful and focused coaching conversations with teachers • Administrators will be more successful with calibration of evaluations • Administrators will be able to check for use of strategies and curriculum	• T-TESS • SGM's • Walkthroughs

Goal Area 3: Leadership Growth: Coaching

Strategy 3: PD Goals will be created and used as a road map to align to the evaluation system standards/expectations as well as to build teachers' capacity.

Timeline: September 2026 – May 2027

Title I School Components: Title I

Persons Responsible: Teachers, CLL, Administration

Action Steps:

1. 2 PD Goals will be created aligned to T-TESS standards and to meet personal growth goals
2. Teachers will meet with CLL and administrators to discuss the PD goals to ensure that they are written effectively.
3. Teachers will participate in a pre-conference with the CLL and administrators to discuss how to go about action planning to meet these documented goals.
4. Administration will create a schedule to conduct TTESS Walkthroughs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Teacher PD Goals - TEEMS Dashboard - T-TESS Teacher Self-Evaluation - TxCEE	- Teacher PD Goals - Teacher Self-Assessment - Teacher/Administration Conference Documentation - Calendar of Teacher Observation - BOY & MOY Teacher Conference - Summative Evaluation	- The teacher would have built the goal into their lesson plan - Teachers will become more versed with the standards from T-TESS - Teachers will invite admin to their classes asking for feedback on delivery of lesson	- T-TESS - SGM's - Walkthroughs

Goal Area 3: Leadership Growth: Build Teacher Leadership Capacity

OBJECTIVE 2: Throughout the year we seek to motivate 3 to 4 future leaders to take responsible risks and perform at their highest level to support district vision and goals as teacher leaders

Strategy 1: Teacher leadership team will analyze campus level data and develop action plans for tutorials, pull outs and academies.

Timeline: September 2026 – May 2027

Title I School Components: Title I #2, #3, #8

Persons Responsible: Department Chairs, Teachers, CLL, Administration, CIT, CLF

Action Steps:

1. Training on DMAC Data and the Power of 7 data reports
2. All teachers will create a Data Tracker for each class and keep it updated every six weeks.
3. CLL will organize the data meetings and schedule them after every major assessment and before student rosters are created for academies.
4. Data Dives will be conducted to acquire the best data to represent where each student stands.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• DMAC Reports • CIP • Academy Plan • Calendar of Events • Data Tracker Template • Calendar of Events • MS Class	• Teacher Summary Report • Campus Summary • Reporting Category Progress • Reporting Category Analysis • Student Expectation Progress • Student Expectation Analysis • Data Tracker per Teacher • Calendar of Events • Action Plan • Sign-in Logs • TEEMS documentation logs	• Improved Student Achievement in STAAR • TELPAS Student Achievement • Intentional grouping • Intentional tutoring • Increase in Language Acquisition	• Benchmarks • STAAR • TELPAS • SGM's • Progress Monitoring

Goal Area 3:Leadership Growth: Build Teacher Leadership Capacity

Strategy 2: We will identify, develop and place our future leaders through rigorous processes and strategic leadership assignments by providing leadership opportunities to solve problems, and action plan initiatives that are part of the Campus Improvement Plan.

Timeline: September 2026 – May 2027

Title I School Components: Title I #2, #3, 8

Persons Responsible: Department Chairs, Teachers, Counselors, CLL, Administration, CLF

Action Steps:

1. Identify the teachers that want to participate in the campus strategic leadership assignments
2. Review the Campus Improvement Plan with these teacher leaders and assign an area of the CIP for them to oversee, follow through and monitor.
3. Create opportunities for these teachers to present to the staff on CIP progress and changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Calendar of PD Services • CIP • Survey • MS Class	• CIP (Working document) • Calendar of PD Services • Survey Results • TEEMS Documentation logs	• Increase in Teachers wanting to take on a leadership role • Teachers leading Presentations	• Teacher PD Goals • Teacher Self-Assessment • T-TESS Teacher Evaluation

Goal Area 3: Leadership Growth: Build Teacher Leadership Capacity

Strategy 3: Guest Speaker leadership series is being created so that there is alignment with the Spirit of PSJA “Joint Empowerment”, where we seek to motivate future leaders to take responsible risks and perform at their highest level to support district vision and goals.

Timeline: September 2026 – May 2027

Title I School Components: Title I #2, #3, #8

Persons Responsible: Department Chairs, Teachers, Counselors, CLL, Administration

Action Steps:

1. Identify the targeted topics relevant and motivating to future leaders to focus on.
2. Identify and secure the guest speakers for this leadership capacity building opportunity.
3. Create the process for having future leaders reflect and journal on the leadership capacity building opportunity. The benefit of journaling helps synthesize thoughts, promote self-reflection, foster creativity, develop self-discipline and reinforce memory
4. Fundamental Five book study.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• CIP • Spirit of PSJA Document • Reflective Journal • Calendar of Events	• Reflective Journals • Calendar of Events • Sign-in Logs	• Increase in Teachers wanting to take on a leadership role • Teachers leading Teachers • Increase in Teacher participation throughout campus	• Teacher PD Goals • Teacher Self-Assessment • T-TESS Teacher Evaluation

Goal Area 3: Leadership Growth: Building Administrator & CLL Capacity

OBJECTIVE 3: Instructional Leadership team will improve their annual T-TESS evaluation performance by moving up 2 levels or more in 2 Standards.

Strategy 1: Unpacking T-TESS Standards and work at creating some instructional examples for each standard, level and descriptor.

Timeline: September 2026 – May 2027

Title I School Components: Tile I #3, #8

Persons Responsible: Department Chairs, CLL, Administration

Action Steps:

1. As an Admin & CLL team, unpack each standard and calibrate on the levels and descriptors.
2. Review some classroom instruction videos and walk through one standard at a time and focus on how to support teachers to move from one level to the next.
3. The principal will schedule opportunities to go over the “Principal Evaluation Rubric” and focus on the areas we could seek for growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• T-TESS Rubric • Teacher Videos • Walkthrough Documents • Calendar of Events	• T-TESS Rubric notes • Calendar of Events • Sign-in Log • Walkthrough Documentation • Teacher Video Reviews	• Teacher Effectiveness rating Increase • Teacher Self-Reflection Increases • Increase on "Glows" during Walkthroughs	• Walkthroughs • T-TESS • SGMs

Goal Area 3: Leadership Growth: Build Teacher Leadership Capacity

Strategy 2: We will identify, develop and place our future leaders through rigorous processes and strategic leadership assignments by providing leadership opportunities to solve problems, and action plan initiatives that are part of the Campus Improvement Plan.

Timeline: September 2026 – May 2027

Title I School Components: Title I #3, #8

Persons Responsible: Department Chairs, CLL, Administration

Action Steps:

1. Acquire a copy of the book for each participant that will join the book study.
2. Each participant will take one of the pathways to research and present on that chapter:
 - Nurturing a positive learning environment.
 - Challenging students to commit to mastery level learning.
 - Designing engaging learning activities and lessons.
 - Motivating students with feedback.
 - Assessing for learning.
 - Creating dynamic group learning."
3. Each participant will reflect and journal on the six Pathways. Benefits of journaling helps synthesize thoughts, promote self-reflection, foster creativity, develop self-discipline and reinforce memory.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- T-TESS Rubric "The Pursuit of Greatness" Book - Calendar of Events	- Book "The Pursuit of Greatness" - Reflective Journal - Calendar of Events - Sign-in Logs	- Teacher Effectiveness rating Increase - Teacher Self-Reflection Increases - Increase of Teacher engagement	Formative Assessment

Goal Area 3: Leadership Growth: Build Teacher Leadership Capacity

Strategy 3: Creating and Revising as needed Roles and Responsibilities Organizational Chart for Administrators, Staff and Teachers

Timeline: September 2026 – May 2027

Title I School Components: Title I #3, #8

Persons Responsible: Teachers, CLL, Counselors, Support Staff, Administration

Action Steps:

1. Roles and Responsibilities will be delineated with equity and clarity leading to more effective use of time and focus.
2. Each administrator will share out what is happening with the various initiatives and seek assistance if problem solving is needed.
3. Administrators will create and conduct a staff survey on campus initiatives, programs and processes to see if adjustments need to be made in order to get optimum outcomes from the current systems and structures.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Organizational Chart - TEEMS Handbook - Roles & Responsibilities - Calendar of Events - Surveys	- Roles and Responsibilities defined - Organizational Chart - Calendar of Events - Sign-in Logs - Survey Results	- Role and Responsibilities clearly defined - Increase in Teacher, Staff, and Administration participation - Increase in Self-Reflection in one's Role and Responsibilities	- Walkthroughs - T-TESS - SGMs

**AREA LEADS: Marisa Cavazos, Jazzmin del Angel Bustamante, Irinna Flores,
Maria Hernandez, Melissa Canales**



GOAL AREA 4: Family Community

Areas Reviewed

Parent and family engagement; parent participation data; family communication; parent feedback surveys; student attendance; parent/teacher communication; transition supports; Title I family engagement activities; student academic performance.

Strengths

Jaime Escalante Middle School has established multiple structures for strengthening family and community engagement. The campus provides family engagement events, parent training, transition support for students entering middle school and high school, Title I meetings, and multiple communication methods including phone, text (Whatsapp), email, flyers, social media (Facebook, Remind, Band app), and the campus website.

Parent participation and feedback are monitored through sign-in sheets, meeting agendas, participation data, and surveys. The campus also emphasizes improved parent/teacher communication regarding student achievement and attendance. These systems provide an opportunity to engage families as partners in student academic growth rather than limiting family involvement to campus events.

The campus can leverage these established communication systems to help families understand individual student goals in Math, TELPAS, and SPED, as well as the resources and strategies available to support student learning at home.

Challenges

A key challenge is moving from family participation in events to intentional family partnership around individual student academic goals. Math performance remains below desired levels, particularly for EB and SPED students, and families need clear, accessible information regarding their child's current performance, growth targets, interventions, and ways they can reinforce learning at home.

The campus must also continue addressing barriers to participation, including meeting times, communication preferences, transportation/work schedules, and the need for information to be understandable and accessible to all families. Parent engagement efforts should increasingly include opportunities for families to understand STAAR growth, TELPAS language development, IXL/Summit K12 progress, IEP supports, attendance, and student goal setting.

Goal Area 4: Family and Community Empowerment

Annual Goal 1: Jaime Escalante develops intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

OBJECTIVE 1: Jaime Escalante Middle School will promote increased parental/community engagement by strengthening communication with parents and families in a variety of ways and offer a variety of resources and activities/events for families that provide strategies and resources for parents/families to use to support their students with learning.

Strategy 1: Jaime Escalante Middle School will hold family engagement events throughout the year that engage families by providing a variety of resources, activities, and strategies/resources for parents/families to use to support their students with learning.

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, Administration, Parent Educator

Action Steps:

1. Parent Educator will select dates and meeting and event frequency
2. Feedback survey will be collected to determined effectiveness of meetings/events.
3. Track parent participation through sign-in sheets.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• PSJA Parental Involvement Program • Student Services Department • Students' Counseling Department • Students' Curriculum Department	• Parent Event Meeting Agendas and Attendance log	• Increased student attendance • Increased parent participation at meetings • Increased parent involvement on campus • Improved parent/teacher interactions regarding student achievement	• Meeting Frequency • Meeting Feedback • Participation Numbers • Improved attendance • Improved student achievement

Goal Area 4: Family and Community Empowerment

Strategy 2: Jaime Escalante Middle School will provide parent training and materials that facilitate the transition for students from 5th to 6th and from 8th to 9th that support students with learning.

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, Administration, Parent Educator

Action Steps:

1. Parent Educator will compile a list of parent concerns, doubts, questions they may have regarding their student's academic career in middle school.
2. Feedback survey will be collected to determined effectiveness of resources.
3. Meeting topics will be selected to determine which topics have the most impact on student learning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• PSJA Parental Involvement Program • Student Services Department • Students' Counseling Department • Students' Curriculum Department	• Parent Event Meeting Agendas and Attendance log and distribution of resources to parents	• Increased student attendance • Increased parent participation at meetings • Improved parent/teacher interactions regarding student achievement	• Meeting Frequency • Meeting Feedback • Participation Numbers • Improved attendance • Improved student achievement

Goal Area 4: Family and Community Empowerment

Strategy 3: Jaime Escalante Middle School will communicate Title 1 meetings and events in a timely manner.

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, Administration, Parent Educator

Action Steps:

1. Advertise school events in a timely manner and advertise through different ways (Email, phone, text messages, flyers, social media, and the campus website)
2. Survey from parents on what time of the day works best for them.
3. Track parent participation through sign-in sheets.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- PSJA Parental Involvement Program - Student Services Department - Students' Counseling Department - Student's Curriculum Department	Parent Event Meeting Agendas and Attendance log and distribution of resources to parents	- Increased student attendance - Increased parent participation at meetings - Increased parent involvement on campus - Improved parent/teacher interactions regarding student achievement	- Meeting Frequency - Meeting Feedback - Participation Numbers - Improved attendance - Improved student achievement

Goal Area 4: Family and Community Empowerment

OBJECTIVE 2: Jaime Escalante Middle School will increase parent/family awareness of the importance of consistent school attendance and its correlation to academic achievement and increase the attendance rate to 94%.

Strategy 1: School liaison, administrators, counselors, and teachers will track student perfect attendance and report attendance rates by class and by grade level.

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, School Liaison, Administration, Parent Educator

Action Steps:

1. Constant communication with parents/teacher/students to determine root causes for students' absences.
2. Continuously conferencing with parent/teacher/student to determine support needed to improve attendance.
3. Track improvement of attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- PSJA Parental Involvement Program - Student Services Department - Students' Counseling Department - ARP afterschool program	- Meeting Agendas/Flyers - Attendance Reports - Teacher Call Logs	- Increased student attendance - Students reaching their academic goals - Increased parent/teacher communication - Parent/teacher improved relationships	- Meeting Frequency - Meeting Feedback - Participation Numbers - Improved attendance - Improved student achievement

Goal Area 4: Family and Community Empowerment

Strategy 2: School liaison, administrators, counselors, and teachers will monitor and intervene with families for students who need to improve attendance.

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, School Liaison, Administration, Parent Educator

Action Steps:

1. Identify students who have a high number of absences due to disability, emotional disturbance, and/or lack of resources.
2. Work in partnership with counselors to have frequent check-in sessions with students.
3. Determine attendance progress for students in this category.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• School Liaison Support for basic needs • Attendance Reports • Counseling session logs • ARP report	• Increased student attendance • Students reaching their academic goals • Increased parent/teacher communication • Parent/teacher improved relationships	• Improved attendance • Improved student achievement

Goal Area 4: Family and Community Empowerment

Strategy 3: Attendance committee will incentive those with perfect attendance every six weeks.

Timeline: September 2026 – May 2027

Title I School Components: Title I, State Bilingual Funds, Migrant Funds

Persons Responsible: Teachers, School Liaison, Administration, Parent Educator

Action Steps:

1. Monitor students' six weeks' perfect attendance.
2. Determine who will participate/receive incentives.
3. Collect feedback incentives and track attendance progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- PSJA Parental Involvement Program - Student Services Department - Students' Counseling Department	- Scheduled Incentives throughout the year - Attendance Reports	- Increased student attendance - Students reaching their academic goals - Increased parent/teacher communication - Parent/teacher improved relationships	- Incentive Frequency - Incentives Feedback - Participation Numbers - Improved attendance - Improved student achievement

Goal Area 4: Family and Community Empowerment

OBJECTIVE 3: Jaime Escalante Middle will implement SEL advisory lessons and engage in storytelling and personal life lessons to help foster and enhance student-student relationships and student-teacher relationships and decrease behavior.

Strategy 1: Jaime Escalante Middle School will identify lessons that are grade level appropriate and grade level specific.

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, Counselors, Administrators

Action Steps:

1. Develop an advisory design committee.
2. Review current counseling SEL and AVID advisory and college lessons/activities.
3. Select topics and build on existing lessons.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Student Services Department - Students' Counseling Department - Students' Curriculum Department	- Advisory lessons and activities - Calendar of advisory days	- Increased student attendance - Increased parent participation at meetings - Increased parent involvement on campus - Improved parent/teacher interactions regarding student achievement	- SEL advisory committee -Meeting Frequency - Meeting Feedback - Participation Numbers - Improved attendance - Improved student achievement

Goal Area 4: Family and Community Empowerment

Strategy 2: Conduct walkthroughs when advisory is being held to ensure fidelity of the SEL implementation lessons and to ensure student engagement.

Timeline: September 2026 – May 2027

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

Persons Responsible: Teachers, Counselors, Administrators

Action Steps:

1. Create a walkthrough form for SEL advisory "lookfors"
2. Conduct walkthroughs when advisory is being held.
3. Elective teachers will be included to help get students to advisory and/or assist when a teacher is absent and/or conduct informal walkthroughs for feedback.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Student Services Department - Students' Counseling Department - Student's Curriculum Department	- Walkthrough forms - Calendar of advisory days	- Increase student motivation - Increase student attendance - Increase of Student participation throughout the campus-Increase of Student and Teacher engagement	- SEL advisory walkthrough forms - Advisory Feedback - Participation Numbers - Improved attendance - Improved student engagement - Improved attendance - Improved teacher engagement

Goal Area 4: Family and Community Empowerment

Strategy 3: Incorporate surveys to gain feedback on how well these activities are in terms of students' overall well-being, instruction, attendance, and discipline.

Timeline: September 2026 – May 2027

Title I School Components: Title I, State Bilingual Funds, Migrant Funds

Persons Responsible: Teachers, Counselors, Administrators

Action Steps:

1. Create SEL advisory survey.
2. Analyze survey results.
3. Refine any part of the SEL advisory lessons/activities, including procedures and structures for it.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Student Services Department • Students' Counseling Department • Students' Curriculum Department	• Creation of surveys • Completion of surveys • Distribution of survey during class.	• Increase student motivation • Increase student attendance • Increase of Student participation • Decreased student behavior	• SEL advisory surveys • Feedback Participation Numbers

Title 1, Part A School Wide Components

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

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2027-2027 Parent & Family Engagement (PFE) Program
What is it?	Jaime Escalante Middle School committed to our vision: Jaime Escalante Middle School will foster relations that will build global leaders, critical thinkers, and lifelong learners for the 21st century workforce. 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 parents' feedback, campus needs, and student achievement data.
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 training, 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 training, 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).
Family Trainings/ Activities	Family engagement training provides 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 training 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 (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • Rio Reforestation Community Event (October 2026- April 2027) • Fall Festival (October 2026) • Veterans Day Celebration (November 2026) • National Parent Involvement Day (November 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Play Performance and Fine Arts Performance/Showcase (December 2026) • Christmas Posada Family Event (December 2026) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (October 2026) • Curriculum Meetings (January 2027) • Understanding Assessment Meetings (January 2027)
Curriculum	Jaime Escalante Middle School 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 • IXL • Beanstack

	• Vocaroo • McGraw Hill • Big “Buck” of Strategies • RSSP_RBIS • DMAC Reports • DOK Guides • Sentence STEMS • District Curriculum • Reading by Design (Formerly Lexia) • I-Ready • Blended Learning • Bluebonnet • Agile Mind • Gizmos • SAAVAS • Classwork (Formerly TeacherMade) • Lead4Ward • TCMPC • StudySync • Lowman Ed.
Forms of Academic Assessments	Jaime Escalante Middle School 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 another 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 Jaime Escalante Middle School 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	Jaime Escalante Middle School values open communication and welcome 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. Jaime Escalante Middle School welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Jaime Escalante Middle School 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.			
School-Parent Compact	The school's 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	The Guardian's 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.	The students 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, training courses, 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

family engagement activities:
Implement team-oriented sessions offering literacy strategies for all parents.
Host meetings covering a variety of relevant topics,

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.)

2026-2027 Programa de Participación de Padres y Familias (PFE)

¿Qué es?	Jaime Escalante Middle School está comprometida con nuestra visión: La Escuela Secundaria JAIME ESCALANTE fomentará relaciones que formarán líderes globales, pensadores críticos y aprendices de por vida para la fuerza laboral del siglo XXI. 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.
Fondos	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.
Revisión	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.
Distribución de la Política	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.
Reuniones de Familias	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y fortalecer a las familias, brindándoles información valiosa y promoviendo una mayor participación en la educación de sus hijos. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que la información importante sea compartida y que los padres sean reconocidos como socios fundamentales en la educación de sus hijos. Las reuniones para padres se llevan a cabo mensualmente. Durante el mes de agosto, el personal del plantel se reúne con el Educador(a) de Padres y los padres voluntarios para dialogar sobre la importancia de la familia y revisar los requisitos de Título I. En este mismo periodo, los maestros y el personal reciben información sobre la importancia de las contribuciones de los padres y las familias, así como estrategias para comunicarse y colaborar eficazmente con ellos como socios en la educación de sus hijos. En septiembre, cada plantel deberá realizar dos Reuniones Anuales de Título I, programadas en diferentes días y horarios. Los administradores del plantel y el Educador(a) de Padres trabajan en conjunto para planificar y llevar a cabo estas reuniones. El director o la persona designada por el director presentará la información requerida de Título I, mientras que el Educador(a) de Padres apoyará en la coordinación, invitación a los padres, organización, logística y documentación correspondiente.
Cómo Participar	Se invita a los padres de familia a participar como padres voluntarios completando la solicitud correspondiente y asistiendo a una orientación para voluntarios. Tanto los padres voluntarios como aquellos que no participan en el programa de voluntariado son invitados a formar parte de las capacitaciones para familias, actividades y eventos escolares que se llevan a cabo durante todo el ciclo escolar. Para mantener informadas a las familias e invitarlas a participar, el plantel utiliza diversos medios de comunicación, entre ellos: • Llamadas telefónicas personales • ClassDojo • Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales

	• Otras plataformas de comunicación utilizadas por la escuela Se anima a los padres a participar activamente en la planeación, revisión y mejora continua de: • La Política de Participación de los Padres y las Familias del plantel. • El Acuerdo entre la Escuela y los Padres. • El Plan de Mejoramiento Escolar. • Otros programas de Título I. La opinión de los padres es valorada y tomada en cuenta al tomar decisiones que apoyan el aprovechamiento académico de los estudiantes y fortalecen la colaboración entre la escuela y las familias. Si el Plan de Mejoramiento Escolar no es satisfactorio para los padres, sus comentarios serán documentados y enviados al distrito junto con el plan, de conformidad con la Ley Cada Estudiante Triunfa (ESSA).
Entrenamientos/ Actividades Para Familias	Mantenga solo aquellas que aplican a su plantel, elimine las que no correspondan e incluya actividades adicionales que involucren a los padres o a la comunidad. Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche de conozca al maestro/Escuela abierta (agosto 2026 y marzo 2027) • Conferencia Padres-maestro (todos los grados, agosto 2026-mayo 2027) • Noche de brujas familiar cajuela/dulce (octubre 2026) • Desfile del Listón Rojo (octubre 2026) • Evento comunitario de Reforestación del Río (octubre 2026-abril 2027) • Festival de otoño (octubre 2026) • Celebración del Día de los Veteranos (noviembre 2026) • Día Nacional de Involucramiento de Padres (noviembre 2026) • Sesiones de Café de las consejeras (septiembre 2026-mayo 2027) • Presentación de la obra de Navidad y exhibición de artes escénicas (diciembre 2026) • Noche familiar Posada Navideña (diciembre 2026) • Reuniones del Programa de Título I (septiembre 2026) • Reuniones de la Póliza del Campus (noviembre 2026) • Reuniones del Convenio entre padres-campus (febrero 2027) • Reuniones de retroalimentación para el Plan de Mejoramiento del Campus (abril 2027) • Reuniones de Asistencia (octubre 2026)

	• Reuniones de Currículo (enero 2027) • Reuniones de entendimiento de las evaluaciones (enero 2027) • Reuniones para Comprender las Evaluaciones Académicas (enero de 2027)
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. Jaime Escalante Middle School 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 • IXL • Beanstack • Vocaroo • McGraw Hill • Big “Buck” of Strategies • RSSP_RBIS • DMAC Reports • DOK Guides • Sentence STEMS • District Curriculum • Reading by Design (Formerly Lexia) • I-Ready • Blended Learning • Bluebonnet • Agile Mind • Gizmos • SAAVAS • Classwork (Formerly TeacherMade) • Lead4Ward • TCMPC • StudySync • Lowman Ed.
Formas de Evaluación Académica	Jaime Escalante Middle School 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 Jaime Escalante Middle School 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. Jaime Escalante Middle School valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.			
Apoyo Adicional para los Padres y las Familias	Jaime Escalante Middle School 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 - 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	Las responsabilidades del guardián - 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	Las Responsabilidades del Estudiante - 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	Comunicación Continua - 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

	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.	a nuevas ideas.	experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	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.				