



Campus Improvement Plan

Jesús "Jesse" Vela, Jr. Middle School

2026-2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



“A” RATED DISTRICT

PSJA School Board**Ricardo “Rick” Rodriguez** — Board President**Yolanda Castillo** — Vice-President**Ramona Barron** — Secretary**Carlos Villegas, Jr.** — Member**Romeo Robles, Jr.** — Member**Griselda Quintanilla** — Member**Cynthia A. Gutierrez** — Member**Superintendent's Cabinet****Dr. Alejandro Elias** — Superintendent of Schools**Dr. Ranulfo Marquez** — Assistant Superintendent for Academics**Rebecca Gonzales** — Assistant Superintendent for Finance**Dr. Rebeca Garza** — Assistant Superintendent for Human Resources**Dr. Orlando Noyola** — Assistant Superintendent for Student Services**Dr. Lauro Davalos** — Assistant Superintendent for Technology**Rafael González** — Assistant Superintendent for Operations**Senior Staff****Dr. Linda Uribe-Treviño** — Executive Officer for College & Career Readiness**Dr. Iris Guajardo** — Executive Officer for Secondary Schools**Dr. Nora Rivas-Garza** — Executive Officer for Secondary Schools**Dr. Claudia Bracamontes** — Executive Officer for Elementary Schools**Dr. Virna M. Bazan** — Executive Officer for Elementary Schools**Dr. Susana Arredondo** — Executive Officer for Elementary Schools**Dr. Yolanda Gomez** — Executive Officer for Student Services**Alfredo Carrillo** — Executive Officer for Human Resources**Mario Bracamontes** — Sustainability Administrator

Vision

Vela Middle School students and faculty will collaborate to enhance the quality of learning by setting goals that promote educational achievement through a learner-centered curriculum that focuses on problem solving and critical thinking through real life experiences.

Mission

Vela Middle School, in collaboration with parents, and community, is committed to provide a supportive, safe, and nurturing learning environment for all students. We will accomplish this through quality instruction and a rigorous curriculum, so that students will emerge as empowered, critical thinkers, and self-disciplined individuals who possess college ready skills to be marketable, productive citizens of society.

District Strategic Direction



Campus Executive Summary

Demographics:

As of August 31, 2026, Jesus Jesse Vela Jr. Middle School has a total enrollment of **617 students**. Of these, **40.3%** are identified as **Limited English Proficient (LEP)**, while **17.3%** receive **Special Education (SPED)** services. A significant majority of the student body, **96%** are classified as **Economically Disadvantaged (ECD)**. Additionally, **65% of students** are identified as **At-Risk**.

Student Performance:

Using preliminary student performance data, Jesus Jesse Vela Jr. Middle School has been rated a “B” campus by the State of Texas on the 2026 Accountability system with an overall scaled score of 89.

- **Domain I: Student Achievement**

STAAR Performance earned a component score of 46 with a scaled score of 77, resulting in a C rating.

- **Domain II: School Progress**

Academic Growth earned a component score of 71 with a scaled score of 82 (B).

Relative Performance, with an Economically Disadvantaged rate of 96%, earned a component score of 90 (A).

Together, School Progress earned a scaled score of 90 and a A rating, contributing 70% to the overall rating.

- **Domain III: Closing the Gaps**

The campus earned a component score of 66 with a scaled score of 86 (B), contributing 30% to the overall rating.

Overall, Jesus “Jesse” Vela Jr. Middle School earned a scaled score of 89 (B rating) for 2026 Accountability. The campus also earned Distinction Designations in Reading/Language Arts, Mathematics, Science, Social Studies, Top 25% Comparative Academic Growth, Postsecondary Readiness, Top 25% Comparative Closing the Gaps.

Curriculum and Instruction and Assessment:

Jesus Jesse Vela Jr. 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 Jesus Jesse Vela Jr. Middle School offer high school and dual language credits to eligible students. Students attending Jesus Jesse Vela Jr. Middle 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.

Campus Executive Summary Continued

Summary of Goals:

For the 2026-2027 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 46% (50% Reading, 45% Math) in June 2026 to 50% by June 2027.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2027.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points by June 2027.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading in the Academic Growth by June 2027.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for mathematics in the Academic Growth by June 2027.

Campus Performance Objectives Council

Focus Area 1: Student Achievement

Name	Role
Pedro Trevino	Principal, Math Administrator
Miriam Jimenez	AP, RLA Administrator
Audry Elizondo	AP, Science Administrator
Francisco Ortega	AP, Social Studies Administrator
Sara Hernandez	CLL
Jerry Hernandez	RLA Dept Head
Annabel Lopez	Math Dept Head
Melissa Garza	Science Dept Head
San Juana Portales	Social Studies Dept Head

Focus Area 2: Closing the Gap

Name	Role
Pedro Trevino	Principal, Math Administrator
Miriam Jimenez	AP, RLA Administrator
Audry Elizondo	AP, Science Administrator
Francisco Ortega	AP, Social Studies Administrator
Sara Hernandez	CLL
Jerry Hernández, Liliana Deleon, Linda Sandoval	RLA CLFs
Annabel López, Ysenia Vera, Beatriz Rodríguez	Math CLFs
Melissa Garza	Science CLFs
San Juana Portales David Garza	Social CLFs

Focus Area 3: Create a Safe School Culture and Climate

Name	Role
Pedro Trevino	Principal
Miriam Jimenez	6 th AP
Audry Elizondo	7 th Gr AP
Francisco Ortega	8 th Gr AP
Erika Carpio	Counselor
Erika Cantu	Counselor
Crystal Garcia	Counselor
Gabriel Ruiz	Security Captain
Monica Cruz	Librarian
Jesus Martinez	Teacher

Focus Area 4: Increase staff quality, recruitment, and retention

Name	Role
Pedro Trevino	Principal
Miriam Jimenez	6 th AP
Audry Elizondo	7 th Gr AP
Francisco Ortega	8 th Gr AP
Sara Hernandez	CLL
Jerry Hernandez	RLA Dept Head
Annabel Lopez	Math Dept Head
Melissa Garza	Science Dept Head
San Juana Portales	Social Studies Dept Head

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. Discipline Referrals
9. PEIMS Demographics
10. Walkthroughs Data
11. Parental Involvement Data
12. T-TESS Evaluation/ Teacher Incentive Allotment
15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan

Texas Accountability System

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		89	B	
Student Achievement		77	C	0%
STAAR Performance	46	77		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	70%
Academic Growth	71	82	B	
Relative Performance (Eco Dis: 96.0%)		90	A	✓
Closing the Gaps	66	86	B	30%

Identification of Schools for Improvement

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

Distinction Designations



[2026 Accountability Rating Overall Summary](#)

Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 JESUS - JESSE - VELA JR MIDDLE (108909042) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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- 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	-	1
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	0	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	0	-	2
2025	-	0	-	-	-	-	-	3	0	3	3	0
2026	-	3	-	-	-	-	-	3	3	3	-	1
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	3	0	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	0	-	-	-	-	-	0	0	0	3	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	0	3	1
2025	-	3	-	-	-	-	-	3	3	0	3	1
2026	-	3	-	-	-	-	-	3	3	3	-	1
Progress in Achieving English Language Proficiency (EB Current)												
2024									0			
2025									3			
2026									1			

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance

JESUS - JESSE - VELA JR MIDDLE (108909042) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	616	616	211	210	1,653	
Approaches GL or Above	477	422	157	120	1,176	71%
Meets GL or Above	338	267	115	65	785	47%
Masters GL	162	94	58	30	344	21%
Total Percentage Points						139%
Component Score						46

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance

JESUS - JESSE - VELA JR MIDDLE (108909042) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	71%	71%	84%	100%	58%	66%	48%	75%	72%	69%	60%	-	-	60%
At Meets GL Standard or Above	47%	47%	66%	96%	31%	43%	28%	25%	48%	42%	35%	-	-	35%
At Masters GL Standard	21%	20%	36%	77%	8%	18%	9%	0%	21%	17%	17%	-	-	17%
Number of Tests														
At Approaches GL Standard or Above	1,176	1,122	54	102	395	573	141	3	1,007	169	49	-	-	49
At Meets GL Standard or Above	785	743	42	98	208	372	82	1	681	104	29	-	-	29
At Masters GL Standard	344	321	23	79	54	153	27	0	302	42	14	-	-	14
Total Tests	1,653	1,589	64	102	680	864	294	4	1,407	246	82	-	-	82
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	77%	77%	96%	100%	66%	73%	52%	100%	78%	74%	59%	-	-	59%
At Meets GL Standard or Above	55%	54%	75%	95%	39%	51%	30%	50%	56%	50%	38%	-	-	38%
At Masters GL Standard	26%	25%	50%	86%	12%	23%	4%	0%	27%	21%	19%	-	-	19%
Number of Tests														
At Approaches GL Standard or Above	477	454	23	42	167	234	60	2	407	70	19	-	-	19
At Meets GL Standard or Above	338	320	18	40	99	163	35	1	291	47	12	-	-	12
At Masters GL Standard	162	150	12	36	29	74	5	0	142	20	6	-	-	6
Total Tests	616	592	24	42	252	319	116	2	522	94	32	-	-	32
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	69%	68%	75%	100%	59%	66%	45%	50%	69%	66%	63%	-	-	63%
At Meets GL Standard or Above	43%	43%	54%	98%	29%	41%	22%	0%	44%	38%	38%	-	-	38%
At Masters GL Standard	15%	15%	29%	67%	6%	12%	9%	0%	15%	14%	16%	-	-	16%
Number of Tests														
At Approaches GL Standard or Above	422	404	18	42	147	210	52	1	361	61	20	-	-	20
At Meets GL Standard or Above	267	254	13	41	74	129	25	0	232	35	12	-	-	12
At Masters GL Standard	94	87	7	28	14	37	10	0	81	13	5	-	-	5
Total Tests	616	592	24	42	251	318	115	2	523	93	32	-	-	32
Science														

Texas Education Agency
2026 STAAR Performance
 JESUS - JESSE - VELA JR MIDDLE (108909042) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
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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
Percent of Tests														
At Approaches GL Standard or Above	74%	74%	88%	100%	55%	65%	50%	-	74%	77%	78%	-	-	78%
At Meets GL Standard or Above	55%	54%	75%	100%	28%	44%	41%	-	55%	53%	44%	-	-	44%
At Masters GL Standard	27%	27%	38%	100%	9%	23%	22%	-	29%	17%	22%	-	-	22%
Number of Tests														
At Approaches GL Standard or Above	157	150	7	9	49	74	16	-	134	23	7	-	-	7
At Meets GL Standard or Above	115	109	6	9	25	50	13	-	99	16	4	-	-	4
At Masters GL Standard	58	55	3	9	8	26	7	-	53	5	2	-	-	2
Total Tests	211	203	8	9	89	114	32	-	181	30	9	-	-	9
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	57%	56%	75%	100%	36%	49%	42%	-	58%	52%	33%	-	-	33%
At Meets GL Standard or Above	31%	30%	63%	89%	11%	27%	29%	-	33%	21%	11%	-	-	11%
At Masters GL Standard	14%	14%	13%	67%	3%	14%	16%	-	14%	14%	11%	-	-	11%
Number of Tests														
At Approaches GL Standard or Above	120	114	6	9	32	55	13	-	105	15	3	-	-	3
At Meets GL Standard or Above	65	60	5	8	10	30	9	-	59	6	1	-	-	1
At Masters GL Standard	30	29	1	6	3	16	5	-	26	4	1	-	-	1
Total Tests	210	202	8	9	88	113	31	-	181	29	9	-	-	9

School Progress: Academic Growth

Texas Education Agency
2026 Academic Growth

JESUS - JESSE - VELA JR MIDDLE (108909042) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

School Progress: Academic Growth RLA and Math

	Count	Points	Calculated
Annual Growth Points Earned	809.5	1	809.50
Accelerated Learning Points Earned	161	0.25	40.25
Sum of Annual Growth plus Accelerated Learning Points			849.75
Total Tests Evaluated			1,199
Academic Growth Score			71

Annual Growth RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	330	0	0
Tests Earning 0.5 Points	119	0.5	59.5
Tests Earning 1 Point	750	1	750
Annual Growth Points Earned			809.5
Total Tests Evaluated			1,199
Annual Growth Score			68

Accelerated Learning RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	242	0	0
Tests Earning 1 Point	161	1	161
Accelerated Learning Points Earned			161
Total Tests Evaluated			403
Accelerated Learning Score			40

School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance
 JESUS - JESSE - VELA JR MIDDLE (108909042) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	96.0%	46	90
College, Career, and Military Readiness			
Relative Performance			90

School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps

JESUS - JESSE - VELA JR MIDDLE (108909042) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	16	24	66.7	30.0%	20.0
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	1	4	25.0	10.0%	2.5
Student Success Status	7	12	58.3	10.0%	5.8
Closing the Gaps Score					66

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	55%	54%	75%	95%	39%	51%	30%	50%	56%	50%	38%	-	-	38%
2026 # at Meets GL Standard or Above	338	320	18	40	99	163	35	1	291	47	12	-	-	12
2026 Total Tests (Adjusted)	616	592	24	42	252	319	116	2	522	94	32	-	-	32
2025 % at Meets GL Standard or Above	48%	47%	84%	98%	39%	45%	18%	--	52%	36%	63%	-	--	59%
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	1	3				3	3		1					
2026 % at Meets GL Standard or Above	43%	43%	54%	98%	29%	41%	22%	0%	44%	38%	38%	-	-	38%
2026 # at Meets GL Standard or Above	267	254	13	41	74	129	25	0	232	35	12	-	-	12
2026 Total Tests (Adjusted)	616	592	24	42	251	318	115	2	523	93	32	-	-	32
2025 % at Meets GL Standard or Above	38%	37%	68%	95%	27%	32%	22%	--	40%	31%	37%	-	--	35%
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	72%	71%	87%	89%	64%	67%	57%	75%	72%	67%	44%	-	-	44%
2026 Growth Points	436.75	416.75	20.00	37.50	157.50	212.50	65.00	1.50	376.25	60.50	14.00	-	-	14.00
2026 Total Tests	609	586	23	42	248	315	114	2	519	90	32	-	-	32

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
2025 Academic Growth Score	66%	65%	87%	96%	63%	66%	48%	--	69%	55%	75%	-	--	72%
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	3	3				3	3		3					
2026 Academic Growth Score	70%	70%	58%	93%	65%	67%	65%	50%	71%	62%	63%	-	-	63%
2026 Growth Points	413.00	400.25	12.75	33.50	160.75	204.25	72.25	1.00	357.75	55.25	20.00	-	-	20.00
2026 Total Tests	590	568	22	36	246	303	111	2	501	89	32	-	-	32
2025 Academic Growth Score	61%	60%	83%	88%	53%	56%	49%	--	63%	55%	50%	-	--	47%
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					1									
2026 TELPAS Progress Rate					27%									
2026 TELPAS Progress					69									
2026 TELPAS Total					253									
2025 TELPAS Progress Rate					26%									
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

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
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	1	3				3	3		1					
2026 STAAR Component Score	46	46	62	91	32	42	28	33	47	43	37	-	-	37
2026 % at Approaches GL Standard or Above	71%	71%	84%	100%	58%	66%	48%	75%	72%	69%	60%	-	-	60%
2026 % at Meets GL Standard or Above	47%	47%	66%	96%	31%	43%	28%	25%	48%	42%	35%	-	-	35%
2026 % at Masters GL Standard	21%	20%	36%	77%	8%	18%	9%	0%	21%	17%	17%	-	-	17%
2026 Total Tests	1,653	1,589	64	102	680	864	294	4	1,407	246	82	-	-	82
2025 STAAR Component Score	42	41	68	89	33	38	19	--	44	33	49	-	--	49
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%	-	100%	100%
# Participants	641	617	24	42	267	337	119	2	534	107	37	-	1	36
Total Students	642	618	24	42	267	337	119	2	535	107	37	-	1	36
Mathematics														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%
# Participants	640	616	24	42	265	335	118	2	535	105	37	-	1	36
Total Students	640	616	24	42	265	335	118	2	535	105	37	-	1	36

Comprehensive Needs Assessment

AREA LEAD: Dr. Iris Guajardo, Executive Officer for Middle Schools



GOAL AREA 1: Student Achievement**Areas Reviewed:** Student Performance**Strengths**

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 48%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 36%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 24%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Goal Area 1: Student Achievement

Annual Goal 1: By May 2027, the passing scores for the Reading STAAR will increase by at least 10% compared to the previous year.

Objective 1: Through the implementation of rigorous TEKS-aligned instruction, formative and summative assessments, and targeted interventions, teachers will continuously monitor student progress and provide timely support to ensure students meet or exceed state accountability standards in CLCs and Department Planning.

Strategy 1: Prior to the administration of Unit Assessments and Benchmarks, teachers will review assessments and align instruction to TEKS specificities, STAAR rigor, and Performance Level Descriptors (PLDs) to ensure students are prepared to meet state standards in Reading/CLL.

Timeline: September 2026- August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Administrators, CLL, Department Chairs, teachers

Action Steps:

- During planning time, teachers will intentionally select activities for lessons that ensure that TEKS specificities will be taught thoroughly and addressed daily
- Teachers will collaborate during PLCs and planning periods to share best practices and analyze student work samples.
- Teachers will receive professional development on TEKS specificities, close reading strategies, and STAAR item analysis.
- Teachers will utilize Performance Level Descriptors (PLDs) to plan lessons that target Approaches, Meets, and Masters performance levels.
- Teachers will analyze Unit Assessment and Benchmark data to identify instructional gaps and adjust instruction accordingly.
- Teachers will implement small-group instruction and targeted interventions based on student performance data.
- Teachers will conduct student data conferences following benchmarks to establish individual academic goals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Title I Funds, •Lead4ward, TEA •Released STAAR Items, PLDs	•Completed Unit Assessments and Benchmarks, PLC Agendas, Lesson Plans, Data Analysis Protocols	•Benchmark scores, student achievement gains, increased mastery of TEKS, growth in Approaches, Meets, and Masters performance levels	•Unit Assessments, •BM's, STAAR, •TELPAS

Strategy 2: Embed active vocabulary integration and cross-contextual application by implementing interactive student vocabulary journals and requiring students to utilize STAAR academic vocabulary and question-stem terminology during reading discussions, written responses, and assessments.

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely - Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Administrators, CLL, Teachers

Action Steps:

- Students will record and define STAAR academic vocabulary, question-stem terminology, and content-specific vocabulary in their journals
- Students will participate in collaborative vocabulary activities that promote oral language development and academic discourse.
- Teachers will collaborate during planning time to introduce a STAAR word of the week that is vertically aligned.
- Teacher will embed CIF strategies in the classroom that enable students to practice using the academic vocabulary in their discussion.
- The school librarian will collaborate with RLA teachers to incorporate vocabulary of the week to ensure vocabulary alignment

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Title I Funds, TEA •Released SCR/ECR Rubrics, Campus Annotation Blueprint, Lead4ward	•Student work samples with visible text annotations, weekly written response logs, CLC calibration agendas	•Increased student performance on Short Constructed Responses (SCRs), elevated numbers of students reaching "Meets" and "Masters" levels, improved text-evidence tracking	•Weekly written responses, Unit Assessments, BMs, STAAR

Strategy 3: Administrators engage in on-going walkthroughs to hold educators accountable for implementing the practices that allow for differentiating instruction and focus on various STAAR performance levels

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely - Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible:

-Administrators

-Walk-through alignment team

Action Steps:

- Establish a walk-through alignment team that will assist with streamlining the TTESS rubric and a online teaching walk-through form
- Administrative observation forms will be streamlined with the TTESS Rubric
- Administrators will provide thorough content-aligned feedback that include specific TEK improvement in a post-observation conference

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 Funds • T-TESS observation form	• Completed observation/walkthrough forms	• Teacher growth • Student growth on major exams	

Strategy 4: Data-Driven Instructional Targeting: Analyze First Benchmark Performance to Drive Focused, Six-Week TEKS Mastery Cycles**Timeline:** September 2026- August 2027**Title I School Components:** -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely - Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Instructional Coach, Teachers, Department Chairs, Administrators**Action Steps:**

- Teachers will conduct rapid-cycle analysis of DMAC and District Data within one week of each benchmark to identify campus-wide weak TEKS
- Teachers will focus on frequently tested TEKS.
- Teachers will implement daily STAAR-formatted entry and exit tickets that specifically target identified weak TEKS, providing consistent exposure and practice.
- Teachers and students will complete comprehensive tracking forms after each major exam to monitor mastery progression and identify individual student needs.
- Instructional coach will facilitate bi-weekly data review meetings to monitor intervention effectiveness and adjust instructional focus accordingly.
- Administrators will facilitate weekly data review meetings to monitor intervention effectiveness and adjust instructional focus accordingly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title I Funds • DMAC data platform • District Data analytics • Tracking forms • TEKS Weakness Dashboard • STAAR-formatted assessment templates • Intervention monitoring tools	• DMAC data and District Data	-Measurable improvement in student performance on previously weak TEKS -Increased percentage of students achieving Meets and Masters performance levels -Student achievement gains on Unit Assessments, Benchmarks, STAAR, and TELPAS -Reduced number of weak TEKS after each six-week instructional cycle -Improved student metacognition through tracking individual progress -Positive correlation between data-driven instruction and state assessment performance	• Unit assessments, BMs, STAAR, TELPAS

Goal Area 1: Student Achievement

Annual Goal 1: By May 2027, the passing scores for the Reading STAAR will increase by at least 10% in comparison to the previous year.

Objective 2: Reading curriculum will be horizontally and vertically aligned.

Strategy 1: Collect and assess data from major exams (Unit Assessments, BM, STAAR) to monitor student progress and drive interventions

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: -teachers

-administrators

Action Steps:

- Use ongoing district built formative and summative assessments by grade levels
- Use assessment data to drive intervention plans and build intervention time into the day at every level
- Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, etc)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-DMAC -Title 1 funds for tutoring	• Completed Unit Assessments and Benchmarks	• Benchmark scores, student achievement gains	• Unit Assessments, • BMs, STAAR, • TELPAS

Strategy 2: Improve literacy skills in all students

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies- a,b,c

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible:

-teachers

-librarian

-administration

-RLA teachers

-Social Studies teachers

-AVID teacher

Action Steps:

- Encourage reading and Beanstack minutes tracking (provide incentives every six weeks)
- Initiate campus book club that can read stories that are in RLA curriculum or student choice
- Establishing library time during RLA and Social Studies class
- Establish reading time in all contents

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-Beanstack -Iready	- track student participation by RLA teacher	-improved reading level as indicated on their iReady benchmarks	-IReady benchmark assessments -iReady EOY, MOY, and EOY assessments

Strategy 3: Teachers will embed purposeful writing-to-learn opportunities in all content areas using ELPS-aligned supports and CIF strategies to strengthen literacy, academic language, critical thinking, and content mastery for all students, with a focus on accelerating achievement for English Learners and Special Education students in reading and mathematics.

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely - Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Fund

Persons Responsible:

-teachers

-administration

-Instructional Coach

-CLFs

-Bilingual Strategist

-Content Strategist

Action Steps:

- Administrators and CLL will give feedback and teacher-led training to teachers not implementing the program correctly or that need assistance in implementing
- Teachers will regularly engage students in structured academic conversations before, during, and after writing tasks to strengthen language development and written responses.
- Teachers will incorporate at least one purposeful writing activity per instructional cycle that requires students to explain, justify, summarize, analyze, or reflect on content learning.
- The campus will provide ongoing professional learning focused on content-area writing, TELPAS writing expectations, ELPS implementation, CIF strategies, and effective scaffolds for English Learners and Special Education students.
- Instructional coaches and department heads will facilitate job-embedded coaching, modeling, and collaborative planning sessions to support teachers in implementing high-quality writing instruction.
- In CLCs, departments will analyze student writing samples, TELPAS writing data, benchmark results, and classroom assessments to identify instructional strengths, areas for improvement, and targeted interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-in person PD sessions -Title 1 funds -ELPS -TELPAS Proficiency Level Descriptors (PLDs)	-Lesson plans with writing activities. -Student writing samples. -Writing rubrics and scoring guides. -Classroom walkthroughs. -Observation feedback forms. -CLC meeting agendas/notes.	-Increased STAAR Reading scores. -Increased TELPAS proficiency levels. -Improved benchmark assessment results. -Improved common assessment results. -Higher student writing rubric scores.	TELPAS BM -Unit Assessment -District BMs -TELPAS -STAAR

-CIF Instructional Strategies -TEKS -District Curriculum Documents	-Professional development sign-in sheets. -TELPAS writing activities. -ELPS-aligned lesson plans. -CIF strategy implementation. -Progress monitoring reports. -Unit assessment data. -Benchmark assessment data. -Teacher-created writing assignments. -Student journals and notebooks. -Academic vocabulary activities. -Writing anchor charts and exemplars.	-Increased use of academic vocabulary in writing. -Improved constructed responses. -Increased student mastery of TEKS. -Reduced achievement gaps among student groups. -Increased achievement for English Learners. -Increased achievement for Special Education students. -Positive growth on progress monitoring assessments.	
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Goal Area 1: Student Achievement

Annual Goal 2: By May 2027, the passing score for the Math STAAR will increase by at least 10% in comparison to the previous year.

Objective 1: Assignments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2026-2027

Strategy 1: Prior to the administration of a unit assessments or Benchmark, and to the beginning of the 6 weeks, teachers will review the TEKS taught to ensure adherence to the specificities in the TEKS

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: teachers, CLL, administration

Action Steps:

- Provide CLCs that outline how to identify specificities in TEKS
- Familiarize students with STAAR formatted sentence stems through display in the classroom
- Creating STAAR formatted questions in daily assignments, entry and exit tickets
- Allocate time for teachers to plan intentional lessons and STAAR formatted entry/exit tickets

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• LeadForward previous year STAAR assessments • Title 1 funds • PSJA ISD Curriculum • RBIS	• CLC Agendas Review Assessments • Student Performance Data • Progress Monitoring Reports • Observation and Feedback Reports	• Benchmark scores, student growth	• BMs • UNIT ASSESSMENTS • Six Week

Strategy 2: Implement blended learning strategies that provide real-time teacher-to-student feedback and increase student engagement through technology-integrated instruction.

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Administrators, CLL Teachers, Content Strategist

Action Steps:

- Teachers will implement blended learning lessons using technology to provide immediate feedback and increase student engagement.
- Teachers will participate in ongoing professional learning on blended learning strategies and digital instructional tools.
- Teachers will use digital platforms to monitor student progress and adjust instruction based on real-time data.
- CLC teams will collaborate to develop and share blended learning lessons aligned to the TEKS.
- Administrators and CLL will monitor blended learning implementation through classroom walkthroughs and instructional feedback.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 Funds • Laptops(e-learning) • Mathia Data	• -CLC Agendas • -Classroom Walkthroughs • -Blended Learning Lesson Plans • -Student Digital Assignments • -Teacher Technology Integration Logs	• - CLC Agendas • - Classroom Walkthroughs • -Blended Learning Lesson Plans • -Student Digital Assignments	• -Weekly Assessments • -Unit Assessments • -Benchmarks Assessments • -STAAR Interim Assessments

Strategy 3: Monitor individual student progress through student data tracking, goal setting, and targeted interventions to accelerate academic growth and increase Golden Points and Platinum Points and work with students in Accelerated Periods or tutorials

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely - Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Teachers, Students, Administrators, CLL

Actions Steps

- Teachers and students will update data tracking forms after each benchmark and major assessment to identify strengths, weaknesses, and academic goals.
- Teachers will identify students who can earn Golden Points (Did Not Meet → Approaches or Higher) and Platinum Points (Did Not Meet → Meets or Higher) for targeted support.
- Teachers will provide small-group instruction, reteach lessons, and tutoring based on student TEKS needs and assessment data.
- Teachers will communicate with parents when students show significant benchmark declines or require additional intervention and refer student to tutorials
- Teachers and administrators will recognize students who meet growth goals and earn Golden Points or Platinum Points.
- Accelerated Instruction will be consist of blended learning instruction (teacher will rotation students between computer stations for required minutes

and prescribed instruction).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR Data • Benchmark Data • Comparison Data • Student Data Trackers • DMAC • TEKS Reports • CLC Data Protocols	• Student Data Folders • Classroom Data Walls • Individual Student Goal Sheets • PLC Data Meeting Agendas and Minutes • Parent Communication Logs • Intervention and Tutoring Rosters	-Reduction in students performing at the Did Not Meet level -Increased percentage of students moving from Did Not Meet to Approaches Grade Level or Higher (Golden Points) +1.25 -Increased percentage of students moving from Did Not Meet to Meets Grade Level or Higher (Platinum Points) targeting Domain 1 student achievement and Domain 2 (growth) -Growth from Beginning-of-Year to End-of-Year Assessments --Increased STAAR performance and student academic ownership	Weekly Assessments, Unit Assessments, Benchmark Assessments, STAAR Interim Assessments, STAAR

Goal Area 1: Student Achievement

Annual Goal 2: By May 2027, the passing score for the Math STAAR will increase by at least 10% in comparison to the previous year.

Objective 2: Math curriculum will be horizontally and vertically aligned.

Strategy 1: Implement a data-driven instructional cycle that uses formative and summative assessments to monitor student progress, identify learning gaps, and provide targeted interventions and enrichment opportunities.

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Administrators, CLL, Department Heads, CLFs and Teachers

Action Steps:

- Use ongoing district built formative and summative assessments by grade levels
- Implement student goal-setting and data tracking folders to monitor individual growth throughout the year
- Use assessment data to drive intervention plans and build spiraling time into the day at every level in the form of entry tickets.
- Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, individualized tutorials, small group
- Offer before-school, after-school, and Saturday tutorials for students needing additional support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 Funds • Lead4ward • Curriculum	• Completed Unit Assessments • Formative Assessments • CLC/Dept Agendas and Minutes • Student Data Trackers • Intervention Rosters • Tutorial Attendance Logs • Lesson Plans • Walkthrough Documentation	-Benchmark scores and student achievement gains -Increased mastery of priority TEKS -Reduction in students performing at the Did Not Meet level -Growth from Beginning-of-Year to End-of-Year assessments -Increased percentage of students performing at Meets and Masters levels	Unit Assessments, Benchmarks, STAARs and Weekly Tests

Annual Goal 2: By May 2027, the passing score for the Math STAAR will increase by at least 10% in comparison to the previous year.

Objective 2: Math curriculum will be horizontally and vertically aligned.

Strategy 1: Implement a data-driven instructional cycle that uses formative and summative assessments to monitor student progress, identify learning gaps, and provide targeted interventions and enrichment opportunities.

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Administrators, CLL, Department Heads, CLFs and Teachers

Action Steps:

- Use ongoing district built formative and summative assessments by grade levels
- Implement student goal-setting and data tracking folders to monitor individual growth throughout the year.
- Use assessment data to drive intervention plans and build spiraling time into the day at every level in the form of entry tickets.
- Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, individualized tutorials, small group
- Offer before-school, after-school, and Saturday tutorials for students needing additional support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 Funds Lead4ward Curriculum	-Completed Unit Assessments -Formative Assessments - CLC/Dept Agendas and Minutes -Student Data Trackers -Intervention Rosters -Tutorial Attendance Logs - Lesson Plans -Walkthrough Documentation	-Benchmark scores and student achievement gains -Increased mastery of priority TEKS -Reduction in students performing at the Did Not Meet level -Growth from Beginning-of-Year to End-of-Year assessments -Increased percentage of students performing at Meets and Masters levels	Unit Assessments, Benchmarks, STAARs and Weekly Tests

Annual Goal 2: By May 2027, the passing score for the Math STAAR will increase by at least 10% in comparison to the previous year.

Objective 2: Math curriculum will be horizontally and vertically aligned.

Strategy 2: Strengthen vertical and horizontal alignment between Math and Science through collaborative planning, common vocabulary, and integrated problem-solving strategies to increase student mastery of cross-curricular concepts.

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

- Reform Strategies
- Teacher Decision Making Regarding Assessments
- Effective & Timely -Assistance to students experiencing difficulty
- Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Administrators, CLL, Department Heads, CLFs and Teachers (Science and Math)

Action Steps:

- Establish one gridable for both math and science - provide clarification to students how students are to use gridable.
- Discuss strategies for horizontal alignment (estimation, division, problem solving steps, etc) starting in 6th grade.
- Conduct quarterly vertical alignment meetings between 6th, 7th, and 8th grade Math and Science teachers.
- Collaboratively identify and prioritize essential TEKS that overlap between Math and Science.
- Incorporate graphing, data analysis, ratios, proportions, and scientific reasoning into both Math and Science instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 Funds Lead4ward Curriculum (Science and Math) Calculators	-Vertical Alignment Meeting Agendas and Minutes -CLC Documentation -Common Vocabulary Resources -Common Formative Assessments -Interdisciplinary Lesson Plans -Student Work Samples -Benchmark Analysis Documents	- Benchmark scores and student achievement gains -Increased student proficiency on shared Math and Science TEKS -Improved performance on STAAR griddable and problem-solving items -Increased use of academic vocabulary in student responses -Growth in Meets and Masters performance levels -Increased alignment and consistency of instructional practices across grade levels	Unit Assessments, Benchmarks, STAARs and Weekly Tests

Objective 2: Math curriculum will be horizontally and vertically aligned.

Strategy 3: Explicit language development through daily ELPS Integration by embedding scaffolded language strategies in every lesson to support English learner success across all disciplines

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

- Reform Strategies
- Teacher Decision Making Regarding Assessments
- Effective & Timely - Assistance to students experiencing difficulty
- Integration of Fed., State, & Local Services, Programs, and Funds

Persons Responsible:

- Administrators
- CLL
- Department Heads
- CLFs
- Teachers
- TELPAS coordinator
- District Bilingual Strategist

Action Steps:

- Teachers will be properly trained on the English Language Proficiency Standards ELPS
- Incorporate CIF strategies daily that will allow students to utilize the 4 language components- speaking, writing, listening, reading
- Annotate in the lesson plans how differentiation will take place in the classroom for in all content areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-Title I Funds -ELPS PD trainings -CLCs - New ELPS implementation guides and resources -CIF strategy toolkits - Lesson plan templates with ELPS differentiation protocols -Language component tracking documents	-Completed curriculum documents with embedded ELPS strategies for ELs -Lesson plans annotated with specific ELPS differentiation strategies by language component -Monthly professional development attendance logs and participant feedback -CLC meeting agendas focused on ELPS implementation -Classroom observations documenting daily integration of CIF strategies -Documentation of all four language components (speaking, writing, listening, reading) embedded in daily instruction - New teacher ELPS training	-Benchmark scores and student achievement gains for English Learners -Increased performance on Unit Assessments, Benchmarks, STAAR, and TELPAS -Growth in English proficiency levels (TELPAS domain scores) -Reduced achievement gap between English Learners and native English speakers -Improved student engagement and participation in speaking and writing activities -Higher percentage of English Learners meeting grade-level TEKS standards	Unit Assessments, Benchmarks, STAAR, TELPAS BM, TELPAS, Weekly Tests

Annual Goal 3: By May 2027, incoming 6th grade students will increase by 10% point range from their previous Reading and Math STAAR exams.

Objective 1: To ease the transition from elementary into middle school, students will become socially and emotionally aware.

Strategy 1: Expose students to behavioral expectations prior to entering campus

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Administrators, teachers

Action Steps:

- 1) Identify a group of upper grade level students to intentionally assist them in familiarizing themselves with the campus
- 2) Assign a mentor student in an upper grade level.
- 3) Involve 6th graders into student advisory committee

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 Funds	Expectations, Committee attendance logs, agendas	Student Achievement Gains, Benchmark scores	Unit Assessments, Benchmarks, STAAR, TELPAS

Goal Area 1: Student Achievement

Annual Goal 3: By May 2027, incoming 6th grade students will increase by 10% point range from their previous Reading and Math STAAR exams.

Objective 1: To ease the transition from elementary into middle school, students will become socially and emotionally aware.

Strategy 2: Establishing a parent committee

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Administrators, teachers, parent educator, librarian

Action Steps:

- 1) Promote the invitation to all VMS parents by posting the announcement on social media outlets and the campus website.
- 2) Establish a purpose and a mission statement for and with the parent committee
- 3) Involve parents in campus decisions as stakeholders by hosting parent meetings throughout the year with the parent educator.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 Funds	Agendas, Sign in sheets, parent contact	Student Achievement, Gains, Benchmark scores	Unit Assessments, Benchmarks, STAAR, TELPAS

Annual Goal 3: By May 2027, incoming 6th grade students will increase by 10% point range from their previous Reading and Math STAAR exams.

Objective 1: To ease the transition from elementary into middle school, students will become socially and emotionally aware.

Strategy 3: Frequent student social-emotional check-ins

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Administrators, teachers, counselors

Action Steps:

- 1) Counselors visit classrooms to talk to students and provide lessons for them on a monthly basis.
- 2) Create campus check-in slips that can be given in 3 period once a month
- 3) Teach students the importance of being mentally healthy through SEL curriculum.
- 4) Counselors provide wellness lessons for targeted students who are at risk

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 Funds SEL Lessons	Check-in Slips, Surveys, Safe and Supportive Schools Program Survey, counselor visits and forms	Student Achievement Gains, Benchmark scores	Unit Assessments, Benchmarks, STAAR, TELPAS

Annual Goal 3: By May 2027, incoming 6th grade students will remain within a 10% point range from their previous Reading and Math STAAR exams.

Objective 2: Assignments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2026-2027.

Strategy 1: Use ongoing district built formative and summative assessments by grade levels

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: District Strategist, Administrators, Instructional Coach, Department Chairs, teachers

Action Steps:

- Use assessment data to drive intervention plans and build intervention time into the day at every level
- Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, etc)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation	
Funds, ward	DMAC data and District Data -Tutoring based on individualized standard needs	Student achievement gains	Unit Assessments, BMs, STAAR, TELPAS	

Annual Goal 3: By May 2027, incoming 6th grade students will remain within a 10% point range from their previous Reading and Math STAAR exams.

Objective 2: Assignments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2026-2027.

Strategy 2: Create and maintain individual student tracking forms for all content areas. Teachers will identify students eligible for Golden and Platinum accountability points, communicate growth targets, and regularly monitor student progress to promote academic ownership and maximize accountability outcomes.

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Student, teachers

Action Steps:

- 1) Use tracking forms that will enable teachers and students to identify their weaknesses and strengths. Students will fill out these tracking forms after every major exam.
- 2) Parents will receive an info graph on the tracking form by mail and email.
- 3) If there is a decrease, from BM 1 to BM2, teacher will call parents to inform them.
- 4) Students will attend tutoring sessions based on their individualized standard needs data.
- 5) Teacher will ensure to indicate if the student can be eligible for GOLDEN and PLATINUM points. These students need to be aware of their growth potential.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Student tracking form	DMAC data and District Data	Student achievement gains	Unit Assessments, BMs

Annual Goal 3: By May 2027, incoming 6th grade students will remain within a 10% point range from their previous Reading and Math STAAR exams.

Objective 2: Assignments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2026-2027.

Strategy 3: Identify weak TEKS after first benchmark to drive the instruction for the 6 weeks

Timeline: November 2026 - June 2027

Title I School Components: -Comprehensive Needs Assessment- a,b,c

-Reform Strategies- a,b,c

-Teacher Decision Making Regarding Assessments- a,b,c

-Effective & Timely -Assistance to students experiencing difficulty-a,b,c

-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Persons Responsible: Administrators, Instructional Coach, Department Chairs/CLFs, teachers

Action Steps:

- 1) Teachers will analyze DMAC data and District Data and allow it to guide instruction (using the DMAC Power of 7)
- 2) Teachers will focus on frequently tested TEKS (using Lead4Ward distribution frequency tool)
- 3) There will be STAAR formatted entry and exit tickets that focus on campus weak TEKS on a daily basis.
- 4) Use tracking forms that will enable teachers and students to identify their weaknesses and strengths. Students will fill out these tracking forms after every major exam.
- 5) The campus will provide STAAR tutorials such as after school extended tutorials focusing on weaknesses or misconceptions and student individual needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 Funds DMAC Lead4Word	DMAC data and District Data tutorials -discussion of daytime academies and after school tutoring based on student individual needs	Student achievement gains	Unit Assessments, BMs, STAAR, TELPAS

Goal Area 2: Closing the Gap

Areas Reviewed: Closing the Gaps, Student Performance, Academic Growth, Special Populations, STAAR and TELPAS

Strengths

Jesus 'Jesse' Vela Jr. Middle School demonstrated strong overall performance in the 2026 Texas Accountability System. The campus earned an overall B rating with a scaled score of 89. In Domain III: Closing the Gaps, Vela earned a scaled score of 86 (B) and received the Top 25% Comparative Closing the Gaps Distinction Designation. The campus also earned distinctions in Reading/Language Arts, Mathematics, Science, Social Studies, Comparative Academic Growth, and Postsecondary Readiness. In addition:

- Relative Performance earned a 90 (A) while serving a student population that is 96% Economically Disadvantaged, demonstrating strong performance compared with similar campuses.
- STAAR participation was at or above the required participation standard for reportable student groups, supporting valid monitoring of Closing the Gaps indicators.
- The All-Student group reached 71% at Approaches Grade Level or Above, establishing a strong foundation for continued movement toward Meets and Masters.
- Campus systems already include weekly data monitoring, disaggregation by student group, targeted intervention, entry/exit tickets, tutorials, benchmark reviews, and progress monitoring.
- Instructional structures include Sheltered Instruction, ELPS-aligned language supports, vocabulary development, strategic grouping, differentiated instruction, and in-class support for Emergent Bilingual and Special Education students.

Challenges

Although Vela performed well comparatively, the 2026 Closing the Gaps data show persistent achievement gaps among identified student groups, especially Current Emergent Bilingual and Current Special Education students. The greatest need is to accelerate movement from Approaches to Meets and from Meets to Masters in Reading/Language Arts and Mathematics. Additionally:

- The All-Student Group was at **47%** at Meets Grade Level or Above, compared with Current Emergent Bilingual students at **31%** and Current Special Education students at **28%**.
- At Masters Grade Level, the All-Student Group was at **21%**, compared with Current Emergent Bilingual students at **8%** and Current Special Education students at **9%**.
- At Approaches Grade Level or Above, the All-Student Group was at **71%**, compared with Current Emergent Bilingual students at **58%** and Current Special Education students at **48%**.
- The 2025 TELPAS Progress Rate was **26%**, reinforcing the need for stronger language acquisition, academic vocabulary, reading, writing, speaking, and listening supports.
- The size of the identified populations makes this a campus-wide priority: **40.3%** of students are LEP/EB, **17.3%** receive Special Education services, **65%** are At-Risk, and **96%** are Economically Disadvantaged.
- STAAR Student Achievement earned a scaled score of **77 (C)**, showing that strong academic growth must translate into more students reaching Meets and Masters Grade Level.
- Differentiated instruction, strategic grouping, accommodations, language objectives, and progress monitoring must be implemented consistently across all content areas and classrooms.

Findings: Vela Middle School will prioritize Current Emergent Bilingual and Current Special Education students through targeted, data-driven small-group instruction, strategic grouping, ELPS/Sheltered Instruction, differentiated supports, and frequent progress monitoring. The campus focus will be to close identified performance gaps while increasing the percentage of students reaching Meets and Masters Grade Level standards.

Goal Area 2: Closing the Gap

Annual Goal 1: All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the

Objective 1: All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at

Strategy 1: Collect and assess data to monitor student progress and drive interventions with all identified student groups.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

-Instructional Coach

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely - Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

- 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, UNIT ASSESSMENTS, BM I&II, Practice Listening & Speaking Sets)
- 2) Student groups' data will be disaggregated (by looking at the SE tutorial, SE performance, targeted skills, item analysis) at the campus levels to determine student progress and towards increasing performance at the Meets level and above.
- 3) Use assessment data to drive intervention plans and build intervention time into the day across all grade levels through Do-Nows, after school tutorials targeting students by performance
- 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)
- 5) Campus administration will use walkthrough forms to monitor the implementation of student engagement and provide teachers with immediate feedback
- 6) Teachers will utilize entry/exit tickets to address student needs daily.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -iReady Inform -Bluebonnet -MATHia -Weekly Assessments -Unit Assessments -District Data -DMAC -STAAR Released Assessments (BM I & II) Summit K-12 Student Artifacts	-DMAC data and District Data reports -Progress Monitoring Reports -Data Wall -Walk-through feedback -Lesson Plans Individual Student Growth Plans Sign-In Sheets CLC Agendas	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Annual Goal 1: All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the

Objective 1: All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at

Strategy 2: Improve comprehension and inferencing skills among all student groups.

Timeline: September 2026 - August 2027

Persons Responsible:

- Principal
- Assistant Principals
- Content Teachers
- In-Class Support Co-teachers

Title I School Components: -Comprehensive Needs Assessment

- Reform Strategies
- Teacher Decision Making Regarding Assessments
- Effective & Timely -Assistance to students experiencing difficulty
- Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

- Utilize Reading strategies of annotating text by using
- Use Inference Chart to summarize, make connections and make inferences about text.
- Use Graphic Organizers to organize ideas, clarify language, provide evidence, make inferences, and draw conclusions

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -IXL -Istation Reading -Study Sync -MackinVia -MyOn -STAAR Release Assessments (BM I & II)	BM Review January- writing prompts have been submitted to CLL, PDs have been scheduled for second semester Individual Student Growth Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 1: All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the

Objective 1: All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at

Strategy 3: Improve literacy through fluency and comprehension among our student groups.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

- Assistant Principals
- Instructional Coach
- Department Heads
- Teachers
- In Class Support Teachers

Title I School Components: -Comprehensive Needs Assessment

- Reform Strategies
- Teacher Decision Making Regarding Assessments
- Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

1. All teachers will learn about Sheltered Instruction strategies, and use strategies that target Reading, Listening, Speaking, and Writing in daily lessons by providing a language objective with
2. All teachers will implement content and language vocabulary and context clues lessons to acquire/reinforce vocabulary
3. All teachers will implement sustained reading through BeanStack, MackinVia, or Amazon.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -iReady Inform -StudySync -ScholasticScope - Mathia - Summit K-12 - BeanStack -MackinVia -Amazon	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -BeanStack Reports BM Review January- preteaching vocabulary, scaffolding vocabulary, Marzano Vocabulary strategies	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC TELPAS BeanStack Quizzes STAR Vocabulary Test

Annual Goal 2: All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the

Objective 2: All identified student groups in the Academic Achievement component will meet 75% of the indicators by being provided high-quality, evidence-based instruction throughout the 2026-2027 school year.

Strategy 1: Teachers will be trained on high-quality, evidence-based instruction strategies through Professional Development throughout the year.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principals

-Instructional Coach

-Department Heads

-Teachers

-In Class Support Teachers

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

- 1)Department Heads will collaborate with Instructional Coach to identify high-quality, evidence-based instruction strategies.
- 2)Department Heads will collaborate with Instructional Coach to roll out Professional Development on identified high-quality, evidence-based, differentiated instructional strategies during CLCs
- 3)Teachers will implement identified high-quality, evidence-based instruction strategies in their classrooms.
- 4)Based on teacher feedback and data, campus will identify which strategies would prove most effective to meet our student needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-Middle School Matters -District Curriculum -iReady Inform -Summit K12 -NCTE -AVID -STAAR Release Assessments (BM I & II)	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -Inter classroom visitations -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Annual Goal 2: All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the

Objective 2: All identified student groups in the Academic Achievement component will meet 75% of the indicators by being provided high-quality, evidence-based instruction throughout the 2026-2027 school year.

Strategy 2: Teachers will collaborate during planning time (CLCs) and share best practices of instructional strategies within their department.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principals

-Instructional Coach

-Teachers

-In-Class Support Teachers

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

1) Teachers will report to planning time every day with all district materials.

2) Teachers will bring student evidence/data from effective strategies and will analyze student artifacts to determine instructional level of support.

Administrators/Instructional Coach will

3) Teachers will compare student evidence/data and find connections to formative/summative assessment data.

4) Teachers will incorporate effective strategies into daily lessons.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Bluebonnet -Student Data -STAAR Release Assessments (BM I & II)	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Student Artifacts	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 1: All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the

Objective 2: All identified student groups in the Academic Achievement component will meet 75% of the indicators by being provided high-quality, evidence-based instruction throughout the 2026-2027 school year.

Strategy 3: Teachers will incorporate Common Instructional Framework (CIF) strategies into daily lessons.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principals

-Instructional Coach

-Department Heads

-Teachers

-In Class Support Teachers

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

1) Teachers will create daily lesson plans utilizing district curriculum.

2) Teachers will identify specific CIF strategies for each lesson while giving students the opportunity to read, write, discuss, and share out loud.

3) Teachers will conduct inter-classroom visitations to observe how content teachers use CIF strategies effectively in their classroom.

4) Teachers will use technology to facilitate the implementation of CIF strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -CIF Strategies -Google Slides -IXL -Class Dojo -Flip Grid -STAAR Release Assessments (BM I & II) -Canva	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Student Artifacts	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Annual Goal 1: All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the

Objective 3: Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2027.

Strategy 1: Strategic Student Grouping and Purposeful Classroom Structures to Accelerate Achievement for Special Education Students and English Learners

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principals

-Instructional Coach

-Department Heads

-Teachers

-In Class Support Teachers

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

- 1. All teachers will include Sheltered Instruction strategies, such Reading, Listening, Speaking, and Writing in daily lessons
- 2. All teachers will implement content and language vocabulary and context clues lessons to acquire/reinforce vocabulary
- 3. All teachers will implement sustained reading through IXL, StudySync, Quill, Scholastic Scope, Beanstack, MyOn, MackinVia.
- 4. Content Support will go into separate meet session with smaller groups for SPED students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -MATHia -Bluebonnet -BeanStack -MackinVia -STAAR Release Assessments (BM I & II)	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Annual Goal 1: All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the

Objective 3: Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2027.

Strategy 2: Teachers will work in small groups with Special Populations (EB/SPED) to provide tutoring or additional support.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principals

-Instructional Coach

-Department Heads

-Teachers

-In Class Support Teachers

Title I School Components: -Comprehensive Needs Assessment

- Reform Strategies
- Teacher Decision Making Regarding Assessments
- Effective & Timely -Assistance to students experiencing difficulty
- Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

- 1) Teachers will identify target groups based on data/student progress monitoring.
- 2) Teachers will meet during independent study time or afternoon with selected students to provide additional support. Incorporate attendance incentives for students who show up.
- 3) Teachers will utilize instructional programs like Summit K12 and Istation Reading (will begin this month) / MATHia (has begun) to provide individual support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation -MATHia -Bluebonnet -Summit K12 -IXL -iReady Inform -StudySync -ScholasticScope - BeanStack -Amazon	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Annual Goal 1: All identified student groups in the Closing the Gap domain will meet 75% of the indicators in the

Objective 3: Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2027.

Strategy 3: Strategic Student Grouping and Purposeful Classroom Structures to Accelerate Achievement for Special Education Students and English Learners

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principals

-Instructional Coach

-Department Heads

-Teachers

-In Class Support Teachers

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies- a,b,c

-Teacher Decision Making Regarding Assessment

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

- 1) Teachers will analyze student demographic, STAAR, benchmark, TELPAS, LPAC, and Special Education data by class period to identify instructional needs and language proficiency levels.
- 2) Teachers will strategically group students using the Zone of Proximal Development (ZPD) framework, ensuring English Learners and Special

Education students are paired with peers who can support academic conversations, problem-solving, and content mastery.

- 3) Teachers will design seating charts that intentionally balance TELPAS proficiency levels, Academic performance levels, Language support opportunities, Special Education accommodations and services, Student collaboration needs
- 4) During instruction, teachers will consistently implement ELPS-aligned language objectives and CIF strategies that promote: Academic vocabulary development, Structured student discourse, Reading comprehension, Mathematical reasoning, Writing and speaking opportunities across content areas
- 5) Teachers will provide differentiated supports and scaffolded instruction based on TELPAS proficiency levels, including sentence stems, visual supports, structured partner talk, collaborative learning tasks, and language-rich interactions.
- 6) Teachers and In-Class Support Teachers will monitor student progress every grading cycle through formative assessments, TELPAS-aligned language evidence, and benchmark data to adjust groupings and instructional supports as needed.
- 7) Campus administrators, department heads, and instructional coaches will conduct classroom walk-throughs to monitor implementation of strategic grouping practices, ELPS integration, CIF strategies, and student engagement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-TELPAS Proficiency Levels -TELPAS Domain Reports -ELPS Cross-Curricular Student Expectations -STAAR Reading & Mathematics Data -Benchmark & Unit Assessment Data -DMAC & District Data Reports -Seating Charts -IEPs and Accommodations Documentation -LPAC Documentation -CIF Instructional Framework Resources -Progress Monitoring Data	-Increased TELPAS proficiency levels and domain growth -Increased participation in academic discourse among English Learners -Improved reading and mathematics benchmark performance -Increased STAAR/EOC Approaches, Meets, and Masters performance rates -Reduced achievement gaps among student groups -Increased academic achievement for Special Education students and English Learners -Growth in student performance as measured by classroom assessments, benchmarks, TELPAS, and STAAR/EOC results -Successful attainment of Academic Achievement targets for English Learners and Special Education students	-DMAC & District Data Reports -TELPAS Progress Monitoring Data -Student Learning Seating Charts -Lesson Plans with Language & Content Objectives -ELPS-Aligned Activities and Student Work Samples -Walk-Through Feedback and Observation Data -LPAC Documentation -Progress Monitoring Reports -Classroom Grouping Documentation	-Unit Assessments -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2027.

Objective 1: The all student group will demonstrate an 8% increase of academic progress in the areas of reading and mathematics by

Strategy 1: Increase the amount of time that students are reading and writing across all contents.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

-Instructional Coach

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

1) Incorporate Sheltered Instruction Strategies of Reading, Writing, Speaking, and Listening in teacher lessons.

2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above

3) Use assessment data to drive intervention plans and build intervention time into the day.

4) Provide instruction and interventions that are directly related to students' needs (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -IXL -STAAR Release -iReady Inform -StudySync -ScholasticScope - Mathia - Summit K-12 - BeanStack -MackinVia -Amazon	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2027.

Objective 1: The all student group will demonstrate an 8% increase of academic progress in the areas of reading and mathematics by

Strategy 2: Teachers will set high and clear expectations for quality work across all contents.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principal

- Content Teachers
- In-Class Support Teachers
- Instructional Coach

Title I School Components: -Comprehensive Needs Assessment

- Reform Strategies
- Teacher Decision Making Regarding Assessments
- Effective & Timely -Assistance to students experiencing difficulty
- Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

- 1) Teachers will have a high and clear expectations in their syllabus.
- 2) Teachers will display classroom expectations in the classrooms and refer to the expectations weekly.
- 3) Teachers will display quality work in all content.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -MATHia -IXL -STAAR Release Assessments (BM I & II)	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2027.

Objective 1: The all student group will demonstrate an 8% increase of academic progress in the areas of reading and mathematics by

Strategy 3: Teachers will help students develop growth mindsets within their content

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

- Assistant Principal
- Content Teachers
- In-Class Support Teachers
- Instructional Coach

Title I School Components: -Comprehensive Needs Assessment

- Reform Strategies
- Teacher Decision Making Regarding Assessments
- Effective & Timely -Assistance to students experiencing difficulty
- Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps:

- 1) Teacher create a growth mindset plan with their classes.
- 2) Teacher will use growth mindset strategies to develop growth mindset in student's thinking.
- 3) Teacher and student will cultivate a sense of purpose throughout their content.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -MATHia -IXL -STAAR Release Assessments (BM I & II)	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2027.

Objective 2: All Special Education students will be monitored bi-weekly to demonstrate a minimum of 8% growth in academic progress in the areas of Math & Reading by June 2027

Strategy 1: -Collect and assess data to monitor student progress and drive interventions with SPED population.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

-Instructional Coach

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely - Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

- 1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, UNIT ASSESSMENTS, BM I&II, Practice Listening & Speaking Sets)
- 2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
- 3)Use assessment data to drive intervention plans and build intervention time into the day at every level
- 4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps,

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -Bluebonnet -IXL -STAAR Release Assessments (BM I & II) - LEXIA	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2027.

Objective 2: All Special Education students will be monitored bi-weekly to demonstrate a minimum of 8% growth in academic progress in the areas of Math & Reading by June 2027

Strategy 2: -Differentiated instruction will be provided.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

-Instructional Coach

-Department Heads

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely - Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

1)Teachers will receive professional development on differentiated instruction.

2) Teachers will incorporate strategies from differentiated instruction PD based on students' learning preferences.

3)Teachers will use student data to monitor effectiveness of strategies

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -Bluebonnet -IXL -STAAR Release Assessments (BM I & II) -SIOP	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOCtested subjects	-Weekly Assessments -UNIT ASSESSMENTS -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2027.

Objective 2: All Special Education students will be monitored bi-weekly to demonstrate a minimum of 8% growth in academic progress in the areas of Math & Reading by June 2027

Strategy 3: Formative Assessments will be implemented daily in the classrooms.

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

-Instructional Coach

Action Steps:

1)Teacher will create formative assessments using quick-checks based on past quizzes, tests, STAAR assessments and benchmarks special education students missed.

2)Teachers will help students create an individual progress plan and monitoring sheet.

3)Teacher will communicate student progress through phone calls, texts, emails, and/or application such as class dojo. Teachers will also keep a copy of their logs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading - Bluebonnet -IXL -STAAR Release Assessments (BM I & II) -iReady Inform - StudySync -ScholasticScope - Mathia Summit K-12 BeanStack -MackinVia -Amazon	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS I -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2027.

Objective 3: All Emergent Bilingual students will demonstrate an 10% increase of academic progress in the areas of Reading and Mathematics by June 2027.

Strategy 1: -Collect and assess data to monitor student progress and drive interventions with EB population.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

-Instructional Coach

Title I School Components: -Comprehensive Needs Assessment-

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Fund

Action Steps:

- 1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, UNIT ASSESSMENTS, BM I&II, Practice Listening & Speaking Sets)
- 2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
- 3)Use assessment data to drive intervention plans and build intervention time into the day at every level
- 4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps,

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -MATHia -STAAR Release Assessments (BM I & II) -IXL	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS I -BM I & II -STAAR/EOC -TELPAS

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2027.

Objective 3: All Emergent Bilingual students will demonstrate an 10% increase of academic progress in the areas of Reading and Mathematics by June 2027.

Strategy 2: -Visuals and Total Physical Response (T-P-R) will be implemented in the classroom.

Timeline: September 2026 - August 2027

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

-Instructional Coach

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies- a,b,c

- Teacher Decision Making Regarding Assessments
- Effective & Timely -Assistance to students experiencing difficulty
- Integration of Fed., State, & Local Services, Programs and Funds

Action Steps:

- 1) Teacher will model vocabulary use gestures, facial expressions, props or body movement to illustrate the meaning of the word.
- 2) Teacher review and practice words with students multiple times to ensure learning
- 3) Teacher write the word or phrase to connection between oral and written words using word walls and Frayer Models.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -MATHia -Success Maker -STAAR Release Assessments (BM I & II)	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS I -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 2: At least 75% of indicators in the Academic Growth Status will be met by the all student group by June 2027.

Objective 2: All Special Education students will be monitored bi-weekly to demonstrate a minimum of 8% growth in academic progress in the areas of Math & Reading by June 2027

Strategy 3: -Increase student think time in group setting activities.

Timeline: September 2026 -

August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

-Instructional Coach

Action Steps:

1)Teacher will allot time for students to respond verbally or in written form.

2)Teachers will group students for Think-Pair-Share activities with allotted time.

3) Teachers will re-evaluate Responses and wait time to determine longer or shorter wait time.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -MATHia -Success Maker -STAAR Release Assessments (BM I & II) Canva FlipGrid	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS I -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 3: Emergent Bilinguals will advance by at least one level of TELPAS composite rating from June 2026 to June 2027.

Objective 1: By June 2026, progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 1: Increase EB students' English language production and peer interaction.

Timeline: September 2026 -

August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

Action Steps:

- 1) Teachers will use sentence frames to provide students practice with Academic Language.
- 2) Teachers will provide students with visuals in order to scaffold newly acquired language using knowledge of their native language.
- 3) Teachers will incorporate group work into daily lessons to give students more opportunities to interact with peers.
- 4) Teachers will explicitly teach English Language vocabulary and structures.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -Iready -Imagine Literacy -STAAR Release Assessments (BM I & II) Writing process Canva	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS I -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 3: Emergent Bilinguals will advance by at least one level of TELPAS composite rating from June 2026 to June 2027.

Objective 1: By June 2026, progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 2: Build on Emergent Bilingual Students' literacy skills through fluency and comprehension.

Timeline: September 2026 -

August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: -Principal

-Assistant Principal

- Content Teachers
- In-Class Support Teachers

Action Steps:

- 1) Teachers will incorporate sustained reading during zero period; elective classes (at least one day a week).
 - 2) Teachers will utilize graphic organizers to help students understand concepts.
- Teachers will incorporate reading and questioning into their daily lessons.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -Imagine Literacy -STAAR Release Assessments (BM I & II) - Writing process	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS I -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 3: Emergent Bilinguals will advance by at least one level of TELPAS composite rating from June 2026 to June 2027.

Objective 1: By June 2026, progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 3: Build on EB students' writing skills by assisting them to organize their thoughts and express their ideas.

Timeline: September 2026 -

August 2027

Title I School Components: -Comprehensive Needs Assessment

- Reform Strategies
- Teacher Decision Making Regarding Assessments
- Effective & Timely -Assistance to students experiencing difficulty
- Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: -Principal

- Assistant Principal
- Content Teachers
- In-Class Support Teachers

Action Steps:

- 1) Teachers will analyze TELPAS data for students' writing score to determine level of proficiency.
- 2) Teachers will utilize a writing Process to help students summarize details and organize thoughts.
- 3) Teachers will incorporate low stakes and engaging writing opportunities for students to practice writing skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum - Writing workshops -STAAR Release Assessments (BM I & II)	-DMAC data and District Data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS I -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 3: Emergent Bilinguals will advance by at least one level of TELPAS composite rating from June 2026 to June 2027.

Objective 2: Teachers servicing EB students will be proficient in English Language Support strategies and systems.

Strategy 1: Provide ongoing, job-embedded professional learning and instructional coaching to ensure all teachers consistently implement research-based English Language Support strategies, including the SIOP model, to increase language acquisition and academic success for Emergent Bilingual students.

Timeline: September 2026 - August 2027

Title I School Components: -Comprehensive Needs Assessment

- Reform Strategies
- Teacher Decision Making Regarding Assessments
- Effective & Timely -Assistance to students experiencing difficulty
- Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: -Principal

- Assistant Principal
- Campus Leadership Team
- Content Teachers
- In-Class Support Teachers
- Bilingual Dept.
- Instructional Coaches

Action Steps:

- 1) Teachers will receive professional development refresher on Sheltered Instruction Observation Protocol (SIOP) Model.
- 2) Campus will partner with Bilingual Department to schedule additional support for teachers servicing EB students.
- 3) Teachers will conduct Inter classroom visitations to observe EL support strategies incorporated through contents.
- 4) Utilize TELPAS, STAAR, Benchmark, and classroom assessment data during PLCs to identify instructional needs, monitor student progress, and adjust interventions for EB students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -MATHia - STAAR Released - Curriculum Instructional Framework (CIF) - TEKS Resource System -TELPAS Data - LPAC Documentation	-Walk-through observations documenting implementation of English Language Support strategies -Lesson plans incorporating language objectives and SIOP components -CLC meeting agendas and minutes -PD sign-in sheets & agendas -LPAC documentation -Progress monitoring reports -DMAC & District assessment reports	-Increased implementation of effective English Language Support strategies during classroom observations -Improved TELPAS proficiency ratings -Increased Benchmark (BM I & II) and STAAR/EOC performance for Emergent Bilingual students -Reduction in achievement gaps between EB students and non-EB students -Increased percentage of EB students demonstrating annual language growth -Increased percentage of EB students achieving Approaches, Meets, and Masters Grade Level on STAAR	-Weekly Assessments - Unit Assessments -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 3: Emergent Bilinguals will advance by at least one level of TELPAS composite rating from June 2026 to June 2027.

Objective 2: Teachers servicing EB students will be proficient in English Language Support strategies and systems.

Strategy 2: Teachers will receive professional development on English Language support systems.

Timeline: September 2026 -

August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers

Action Steps:

1) Teachers will receive training on support systems like Summit K12 and practice sets provided by TEA to practice Listening, Speaking, Reading, and Writing.

2) Teachers will receive training on content and language supports available to our EBs through STAAR Online Testing.

3) Teachers will receive training on Imagine Literacy and IStation.

4) Teachers will receive training on using word walls to differentiate instruction for emergent bilinguals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -Istation Reading -MATHia -Success Maker -Accelerated Literacy Curr. -STAAR Release Assessments (BM I & II) Lexia word walls	-District Review Sessions (DRS) -DMAC data and District Data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -UNIT ASSESSMENTS I -BM I & II -STAAR/EOC -TELPAS

Goal Area 2: Closing the Gap

Annual Goal 3: Emergent Bilinguals will advance by at least one level of TELPAS composite rating from June 2026 to June 2027.

Objective 2: Teachers servicing EB students will be proficient in English Language Support strategies and systems.

Strategy 3: Increase EB Parental involvement.

Timeline: September 2026 -

August 2027

Title I School Components: -Comprehensive Needs Assessment

-Reform Strategies

-Teacher Decision Making Regarding Assessments

-Effective & Timely -Assistance to students experiencing difficulty

-Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: -Principal

-Assistant Principal

-Content Teachers

-In-Class Support Teachers - Community Liaison/Educator

Action Steps:

- 1) Teacher will contact one EB parent each week to share information on his/her child or to inform the parent of a school event.
- 2) Parent Liaison/Educator will contact EB Parents to share information and incorporate parent ideas in school activities.
- 3) Campus will host events to increase parental involvement, such as TELPAS Night (to give out information on TELPAS scores/plans, Literacy Night, or Curbside information and snack

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-EB Student list Phone Contact Logs Calendar of Events TELPAS Data Progress Measure Sheets	-Phone/Contact Logs with student/parent information -EB Families will be connected to teachers, staff and community -EB Student families will feel supported by staff/campus	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects -Lower Truancy Rate -Decrease in Academic/behavior issues	-Weekly Assessments -UNIT ASSESSMENTS I -BM I & II -STAAR/EOC -TELPAS

Goal Area 3: Create a Safe School Culture and Climate**Annual Goal 1:** Achieve a 5% increase in the average daily attendance rate for the Current school year, raising it from the current rate of**Objective 1:** By June 2027, our campus attendance will increase to 94.5%**Strategy 1:** Promote attendance through meetings with parents and other communication outlets such as newsletters, facebook, class dojo. In addition implement school-wide incentives (such as coupons, treats, dance, etc)**Timeline:** September 2026 -
August 2027**Title I School Components:** Title-I School- wide Component**Persons Responsible:** Principal

-Assistant Principals

Community Liaison

Attendance Committee

-Teachers

Grade Level Teams

Security Officers

CIT

Action Steps:

- 1) Daily parent contact using the automated system and utilizing school personnel to make calls.
- 2) Inform parents of the importance of attendance via newsletters, parental meetings, and social media.
- 3) Attendance committee will plan and organize incentive awards for students with perfect attendance every six weeks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Local Funds	Importance of regular Attendance communicated Attendance incentives provided Increased Attendance rates Newletters/Flyers Social Media outlets	Increase in Attendance Meet district goal Attendance Reports District Student Management System	Side by side date analysis

Goal Area 3: Create a Safe School Culture and Climate.**Annual Goal 1:** Achieve a 5% increase in the average daily attendance rate for the Current school year, raising it from the current rate of**Objective 1:** By June 2027, our campus attendance will increase to 94.5%**Strategy 2:** Regular monitoring of attendance data to activate support and identify trends. Implement an attendance committee to encourage chronically absent students to get back to the class on a more regular basis.**Timeline:** September 2026 -
August 2027**Title I School Components:** Title-I School- wide Component**Persons Responsible:** Principal

-Assistant Principals

Community Liaison

PEIMS clerk

Attendance clerk

Attendance Committee

-Teachers

Action Steps:

- 1) Attendance committee will meet every 6 weeks to view attendance data. Attendance committee along with Community Liason will share data with administration.
- 2) Intervene by sending a letter home indicating more than 3 days of consecutive absences.
- 3) Teacher contact logs and campus attendance records will verify and be used as evidence of absences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District attendance Percentage report -Daily reports -Homeroom attendance	Attendance committee meeting every six weeks to view campus attendance data.	Increase and maintain the campus attendance percentage	Side by side date analysis

Goal Area 3: Create a Safe School Culture and Climate.

Annual Goal 1: Achieve a 5% increase in the average daily attendance rate for the Current school year, raising it from the current rate of

Objective 1: By June 2027, our campus attendance will increase to 94.5%

Strategy 3: Monitor attendance by grade level to identify potential chronic absenteeism issues before they can manifest.

Timeline: September 2026 -

August 2027

Title I School Components: Title-I School- wide Component

Persons Responsible: Principal

-Assistant Principals

Community Liaison

PEIMS clerk

Attendance Committee

-Teachers

Security Officers

-CIT

Action Steps:

- 1) Daily parent contact using the automated system and utilizing school personnel to make calls.
- 2) Inform parents of the importance of attendance via newsletters, parental meetings, and social media.
- 3) Utilize security officers to monitor and identify potential chronic absenteeism issues before they can manifest during school hours.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Local Funds	Importance of regular Attendance communicated Attendance incentives provided Increased Attendance rates	Increase in Attendance Meet district goal Attendance Reports District Student Management System	Side by side date analysis

Goal Area 3: Create a Safe School Culture and Climate

Annual Goal 2: Apply discipline protocols consistently and justly throughout the campus to improve the number of discipline

Objective 2: Decrease the number of referrals and OSS by 5%

Strategy 1: Training for administration, teachers, and staff on student referral protocols.

Timeline: September 2026 -

August 2027

Title I School Components: Title-I School- wide Component

Persons Responsible: Campus Administration

Teachers

Counselors

Security

Discipline Committee

Action Steps:

- 1) Campus staff will be trained on the districts' discipline management plan at the beginning and middle of the year.
- 2) Campus staff will receive a behavior flow chart to follow fair practices. The flow chart provides faculty/staff with suggestions of interventions that may be utilized in correcting a student's
- 3) School wide positive behavior interventions and support.
- 4) Alternatives to suspension will be explored.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Local Funds	DMP Training sign in sheets BIF Reports PEIMS Discipline Data Parent Logs Administration trains teacher/sign- in sheets Certificate of completion	Decrease in discipline BIFs (referrals), ISS, OSS, and DAEP	Side by side date analysis

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Goal Area 3: Create a Safe School Culture and Climate

Annual Goal 2: Apply discipline protocols consistently and justly throughout the campus to improve the number of discipline

Objective 2: Decrease the number of referrals and OSS by 5%

Strategy 2: The campus will provide the teachers with classroom management, conflict resolution, de-escalation and restorative practices.

Timeline: September 2026 -

August 2027

Title I School Components: Title-I School- wide Component

Persons Responsible: Principal

Assistant Principal

Teachers

Counselors

Discipline Committee

Action Steps:

- 1) Teachers will attend de-escalating trainings in order to take a more proactive approach.
- 2) Effective classroom management trainings for teachers
- 3) Campus teachers and counselors will provide weekly problem conflict resolution during enrichment period

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Local Funds	Sign-In Sheets Certificates PEIMS Data Discipline Report	Decrease in discipline referrals, ISS, OSS, and DAEP	Side by side date analysis

Goal Area 3: Create a Safe School Culture and Climate

Annual Goal 2: Apply discipline protocols consistently and justly throughout the campus to improve the number of discipline

Objective 2: Decrease the number of referrals and OSS by 5%

Strategy 3: Discipline Diversion Plan for first time infractions

Timeline: September 2026 -

August 2027

Title I School Components: Title-I School- wide Component

Persons Responsible: Principal

Assistant Principals

Counselors

Teachers

Parents

Action Steps:

- 1) School wide positive behavior interventions and support
- 2) Students will compose a reflection essay to reflect upon their behavior.
- 3) Alternatives to suspension will be explored.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Local Funds	Sign-In Sheets PEIMS Data Discipline Report BIF Reports Contact Logs	Decrease in discipline referrals	Side by side date analysis

Goal Area 3: Create a Safe and School culture and climate

Annual Goal 3: Provide an environment that promotes student/staff wellness for their social and emotional needs with an increase

Objective 3: Promote drug free and mental health awareness campus wide.

Strategy 1: Teachers will be trained to use Notify APP application. Also be trained to be aware and more observant of concerning indicators a student may bring up and complete the report. Such as but not limited to:

Notify APP

Bullying Prevention

Suicide Awareness

Mental Health

-Child Abuse/Sexual Abuse

Dating Violence Awareness

Drug, Tobacco, Alcohol Prevention

Timeline: September 2026 -

August 2027

Title I School Components: Title-I School- wide Component

Persons Responsible: Principal

Assistant Principal

Teachers

-Counselors

-Security Officers

-Nurse

-Parent

-District Police Dept

-Police Dept.

Action Steps:

- 1) Teachers will show students how to use the Notify APP to report bullying.
- 2) LPC can be invited to do presentations to teachers if they are requesting more trainings on certain skills/topics.
- 3) Counselors will present monthly presentations to bring them awareness for the month.
- 4) Administrators will use restorative circles as first steps to resolve issues with students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -District Blue book of resources -District LPC/LSSP - Wrap Around Support Service -Notify APP	District Curriculum including videos from MobileMind. Student submissions on the NotifyAPP	Bring awareness to everyone in the campus (students and staff). -MobileMind Certificates -Certificates -Counseling Referrals	Side by side date analysis

Goal Area 3: Create a Safe and School culture and climate

Annual Goal 3: Provide an environment that promotes student/staff wellness for their social and emotional needs with an increase

Objective 3: Promote drug free and mental health awareness campus wide.

Strategy 2: Teachers will implement the SEL district curriculum lessons on a weekly basis thru the advisory period such as but not limited to:

Bullying Prevention
Suicide Awareness
Mental Health
-Child Abuse/Sexual Abuse
Dating Violence Awareness
Drug, Tobacco, Alcohol Prevention

Timeline: September 2026 -
August 2027

Title I School Components: Title-I School- wide Component

Persons Responsible: Principal

Assistant Principal

Teachers

-Counselors

-Nurse

Action Steps:

- 1) Teachers will fulfill strategy lessons weekly using the SEL district curriculum.
- 2) Staff and teachers will utilize the Check-In Check-Out (CICO) daily surveys during 0 period to check on social/emotional areas
- 3) Teachers will help students grow their mindset utilizing the SEL district curriculum.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum -District Blue book of resources -District LPC/LSSP	SEL lessons done weekly by the advisory period; implement activities tied to the SEL lessons.	Students verbalizing understanding lessons thru journaling, reflections, and projects.	Side by side date analysis

Goal Area 3: Create a Safe and School culture and climate

Annual Goal 3: Provide an environment that promotes student/staff wellness for their social and emotional needs with an increase

Objective 3: Promote drug free and mental health awareness campus wide.

Strategy 3: Provide all stakeholders with the resources in our community to seek questions and answers on the following: -

- Bullying Prevention
- Suicide Awareness
- Mental Health
- Child Abuse/Sexual Abuse
- Dating Violence Awareness
- Drug, Tobacco Alcohol Prevention

Timeline: September 2026 - August 2027

Title I School Components: Title-I School- wide Component

Persons Responsible: -Principal

- Assistant Principal
- Teachers
- Counselors
- Nurse
- Security Officers

Action Steps:

- 1) Advocate awareness for different causes by involving the community through social media.
- 2) Raise awareness to the community about SEL by hosting monthly virtual/or campus meetings.
- 3) Inform parents of different resources using the district Human and Health Service Directory.
- 4) Administrators will use restorative circles as first steps to resolve issues with students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-District Curriculum --District Employee Counselor -Supporting Community Event Calendar - Wrap Around Support Service	-Staff/Student monthly community participation through social media. School wide projects -Bulletin Board with community events -Host a cultural day SEL student academies	-post pictures of staff/students participating on social media and bulletin boards	Side by side date analysis

Goal Area 4: Increase staff quality, recruitment, and retention

Annual Goal 1: By the end of the CLL school year, 100% of Teachers at Vela Middle School will be provided with and will

Objective 1: 100% of the teachers at Vela Middle School will be provided with ongoing and individualized support in the

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 1: Survey teachers on individual professional development needs and provide professional development on technology for the 2026-2027 school year to impact student achievement

Timeline: September 2026 -

August 2027

Persons Responsible: CLL

Administration

Action Steps:

1. Retrieve and evaluate data on teacher instructional needs with technology prior to creating the calendar for professional development.
2. Plan collaboratively with teachers and administration to create a Professional Development calendar and determine individualized Professional Development sessions based on teacher needs as
3. Place teachers accordingly to their technology needs and levels in differentiated PD sessions to impact student achievement

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Google forms survey, Google Suite Platform	Professional Development Schedule Teacher roster of individualized sessions Recorded professional development sessions, Professional development survey data	improvement of proficiency utilizing technology notable increased effectiveness of teachers through informal and formal observations, exit survey for planning on additional evaluation, student achievement	Informal observations, formal observations, walkthroughs, TTESS Rubric

Goal Area 4: Increase staff quality, recruitment, and retention

Annual Goal 1: By the end of the CLL school year, 100% of Teachers at Vela Middle School will be provided with and will

Objective 1: 100% of the teachers at Vela Middle School will be provided with ongoing and individualized support in the

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 2: Facilitate professional development based on teacher feedback on effective technology practices to impact student achievement

Timeline: September 2026 -

August 2027

Persons Responsible: CLL,

Administration, CIT

Action Steps:

1. CLL and CIT will send out survey to teachers about technology needs
2. CLL, CIT, and Administration will collaboratively plan differentiated professional development sessions for teachers based on survey data and content specific apps and needs.
3. CLL, CIT, and Administration will facilitate differentiated professional development opportunities for teachers based on survey data, as well as help teachers that need additional assistance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Google Forms survey, CLL, E-Learning Google Platform strengths Google Classroom, Google Meet Google Slides Pear Deck add on Google Chrome extensions	Documented communication among recorded professional development facilitating workshops, Roadmaps, CLC Agendas	student growth on benchmarks, learning, notable increased effectiveness of teachers through informal and formal observations	informal observations, professional development exit surveys, Walkthroughs, Evaluations

Goal Area 4: Increase staff quality, recruitment, and retention

Annual Goal 1: By the end of the CLL school year, 100% of Teachers at Vela Middle School will be provided with and will

Objective 1: 100% of the teachers at Vela Middle School will be provided with ongoing and individualized support in the

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 3: Provide continuous surveys for teachers after PD sessions, and use the results to establish differentiated/individualized professional development opportunities for teachers during CLC's.

Timeline: September 2026 -
August 2027

Persons Responsible: CIT, CLL,
Administration

Action Steps:

1. Ongoingly retrieve survey data from all teachers for an accurate understanding of individual needs in relation to professional development
2. Provide differentiated professional development sessions to meet the individual needs of teachers.
3. Teachers who are strong in an area can be asked to help facilitate professional development sessions to further promote a collaborative culture among teachers and provide opportunities to practice

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Google Forms survey, CLL, Google Classroom, Google Meet Google Slides Pear Deck add on Google Chrome extensions	Recorded professional development sessions, professional development survey data, Roadmaps, CLC agendas	improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations,	informal observations, formal observations, end products, Walkthroughs, TTESS Evaluation

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Goal Area 4: Increase staff quality, recruitment, and retention

Annual Goal 1: By the end of the CLL school year, 100% of Teachers at Vela Middle School will be provided with and will

Objective2: By the end, CLL school year, 100% of the teachers at Vela Middle School will complete professional development in the district

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 1: Before instructional day 1 begins, 100% of the instructional staff will be surveyed on the technology needs and MobileMind will be used accordingly

Timeline: September 2026 -
August 2027

Persons Responsible: CLL, CIT,
Administration

Action Steps:

1. Vela Middle School Administration will provide a list of suggested MobileMind E-Learning modules, with a minimum of six hours

2. Vela Middle School will have all instructional staff complete the MobileMind professional development modules mandated by the district prior to the students starting school.
3. Teachers will turn in certificates of completion to campus administration, who will then turn in certificates to central office administration.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
MobileMind District Resource	Certificates of completion	improvement of proficiency utilizing technology notable increased effectiveness of teachers through informal and formal observations, exit survey for planning on additional evaluation, Teacher final product	End Product of Certificates, informal observations, professional development exit surveys, Walkthroughs TTESS Evaluations

Goal Area 4: Increase staff quality, recruitment, and retention

Annual Goal 1: By the end of the CLL school year, 100% of Teachers at Vela Middle School will be provided with and will

Objective2: By the end, CLL school year, 100% of the teachers at Vela Middle School will complete professional development in the district

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 2: Before instructional day 1, 100% of the instructional staff will be trained on how to use MobileMind

Timeline: September 2026 - August 2027

Persons Responsible: Administration, CIT

Action Steps:

1. Vela Middle School will have all instructional staff complete individualized MobileMind professional development modules in areas in which the teacher feels they require additional support. Teachers will
2. Teachers will turn in certificates of completion to campus administration, who will then turn in certificates to central office administration.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
MobileMind District Resource	Certificates of completion	improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations,	End Product of Certificates, informal observations, professional development exit surveys, Walkthroughs, TTESS Rubric

Goal Area 4: Increase Staff Quality and Retention**Annual Goal 2:** 100% of teachers who request instructional support will get peer mentoring throughout the 2026-2027 school year.**Objective 1:** For the CLL school year, 100% of the teachers in need of support will be Identified and paired up with an appropriate mentor**Benchmark Dates:** November 2026, February 2027, May 2027**Strategy 1:** Teachers needing additional instructional or technological support will be identified by using the data from a Google Forms survey.**Timeline:** September 2026 -

August 2027

Persons Responsible: Administrators, CLL, CIT, Department Heads**Action Steps:**

1. Conduct a survey using a Google Form that identifies the teachers in need of mentoring and their areas of need.
2. Pair up mentors and mentees based on mentee's needs and mentor's strengths. Roles are interchangeable based on the area of need.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Google Forms	Use Google Form survey results to pair-up mentors and mentees.	Teachers will be provided with the appropriate support, thus improving through technology and instruction.	Observation feedback,

Goal Area 4: Increase Staff Quality and Retention**Annual Goal 2:** 100% of teachers who request instructional support will get peer mentoring throughout the 2026-2027 school year.**Objective 1:** For the CLL school year, 100% of the teachers in need of support will be Identified and paired up with an appropriate mentor**Benchmark Dates:** November 2026, February 2027, May 2027**Strategy 2:** Mentor and mentee will communicate on a weekly basis.**Timeline:** September 2026 -

August 2027

Persons Responsible: Administrators, CLL, mentor, and mentee**Action Steps:**

1. Mentor and mentee will meet via Google Meet, TEAMS, or in person
2. Completing One Drive/Google form that all parties involved can access.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Communication log, Google Form	One Drive/Google live collaborative working document. (Informal mentoring has been happening unofficially through department meetings and plannings, CLCs, grade level meetings, team meetings).	Observation feedback	T-TESS evaluations

Goal Area 4: Increase Staff Quality and Retention**Annual Goal 2:** 100% of teachers who request instructional support will get peer mentoring throughout the 2026-2027 school year.**Objective 2:** During the 2026-2027 school year, Vela Middle School will have a peer-to-peer observation process in order to support teacher growth and increase student achievement**Benchmark Dates:** November 2026, February 2027, May 2027**Strategy 1:** Administrators facilitate and support peer observation opportunities to strengthen instructional practices and promote collaborative learning.**Timeline:** September 2026 -

August 2027

Persons Responsible: Principal

Assistant Principals

CLL

Department Heads

District Strategist

Mentors

Action Steps:

1. Administration will generate a list of teacher's strengths to use as reference for peer observations.
2. Focus needs will be identified by departments
3. Observations will be scheduled by September 30th
4. Use videos recorded by the CLL of best teaching techniques as a reference for teachers and departments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-Master Schedule -Dept. heads -District Strategist Assigned	-Peer Observation Schedules -CLC Agenda -Dept Head Agenda -Observation feedback	-Teacher Performance Growth - an increase in student engagement - an increase in academic growth	Observation logs

Goal Area 4: Increase Staff Quality and Retention**Annual Goal 2:** 100% of teachers who request instructional support will get peer mentoring throughout the 2026-2027 school year.**Objective 2:** During the 2026-2027 school year, Vela Middle School will have a peer-to-peer observation process in order to support teacher growth and increase student achievement**Benchmark Dates:** November 2026, February 2027, May 2027**Strategy 2:** Mentees will observe mentors present effective strategies.**Timeline:** September 2026 -

August 2027

Persons Responsible: Principal

Assistant Principals

CLL

Department Heads

District Strategist

Mentors

Action Steps:

1. Show and Tell - Teachers with effective strategies will be highlighted during CLCs or Faculty Meetings.
2. Mentees will observe recorded lessons provided by teachers with effective teaching abilities/strategies during CLC meetings or Use Teacher Videos
3. Mentees will be presented with and take part of an effective strategy mock classroom provided by mentors.
4. Mentors will upload instructional videos of their classes, of which mentees will have access to go in and observe.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Evidence based strategies	-Walk-through evaluations feedback - Peer Observation Feedback Schedules/Logs	- implementation of strategies - an increase in student academic growth - An increase in student engagement - teacher performance growth	Rubric

Goal Area 4: Effective Staff Interview/Hiring Process

Annual Goal 3: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Objective 1: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 1: Collecting and selecting Nominees for the interview committee by content and grade level.

Timeline: September 2026 -
August 2027

Persons Responsible: Administration Interview committee

Action Steps:

1. Creating a list of effective nominees for committee members by content
2. Choosing the committee members by content, to include one administrator, the content department head, the campus instructional coach, the partnering grade level teacher, a teacher from the same gra
3. Choose a group of students who will be part of a student committee that will offer feedback about the lessons that will be presented by the finalist.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
List of committee candidates by department Criteria for selecting committee members Admin CLL	Committee list by department, Sign in sheet of committee members per interview.	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs

Goal Area 4: Effective Staff Interview/Hiring Process

Annual Goal 3: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Objective 1: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 2: Training the committee on the interview process/etiquette, confidentiality and ethical standards.

Timeline: September 2026 -
August 2027

Persons Responsible: Administration

Action Steps:

1. Holding meetings to train Committee Members on the interview process/etiquette/ confidentiality, and ethical standards
2. Committee Members sign a confidentiality Oath
3. Create procedures in place for the interview process for committee members. The plan the committee has during all interviews

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Training Manual for interview committees	Sign in sheet, Training Agenda	Highly Qualified Interview committee	End of year New teacher evaluation results, NTI Mentor documentation

Goal Area 4: Effective Staff Interview/Hiring Process

Annual Goal 3: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Objective 2: By the end of the CLL school year, the current Vela Middle School Teacher Interview Questionnaire will be evaluated and updated to meet the current needs of the Campus.

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 1: The Committee will analyze district and TASB criteria on interview questions along with analyzing campus needs to plan for possible interview questions.

Timeline: September 2026 - August 2027

Persons Responsible: Administration Interview Committee

Action Steps:

1. The Committee will analyze district and TASB criteria when generating general and content based interview questions.
2. The committee will analyze campus data on teacher and student demographics to determine campus needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District Questionnaire Criteria TASB Questionnaire Bank Campus Data on Teacher and Student Demographics	Sign in sheet, Meeting Agenda	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs

Goal Area 4: Effective Staff Interview/Hiring Process

Annual Goal 3: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Objective 2: By the end of the CLL school year, the current Vela Middle School Teacher Interview Questionnaire will be evaluated and updated to meet the current needs of the Campus.

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 2: Analyze/Evaluate Current Questionnaire by interview committee and adjust/create to meet the campus needs of applicants.

Timeline: September 2026 - August 2027

Persons Responsible: Interview Committee Administration

Action Steps:

1. Committee Members collaboratively analyze and evaluate the current new teacher hiring questionnaire and scoring rubric to determine its effectiveness on our current staffing needs
2. Adjust Current Questionnaire/scoring rubric based on analysis made on previous questionnaire and scoring process.
3. Add/Remove questions to fit current needs of vacancies on campus.

4. Approval from administration on adjustments of new questionnaire and scoring process.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Previous /Current Questionnaire/ Scoring System SBEC questions Newly Created Questionnaire District Questionnaire Criteria SBEC Questionnaire Bank	Agenda Sheet, Sign in Sheet Completed and revised questionnaire	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs

Goal Area 4: Effective Staff Interview/Hiring Process

Annual Goal 3: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Objective 3: By the end of the CLL School year, 100% of the new teacher candidates at Vela Middle School will be recommended for hire through a 4 step interview process.

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 1: Candidates will be screened by the interview committee to ensure the best qualified candidates

Timeline: September 2026 -
August 2027

Persons Responsible: Committee Candidates Administration Human Resources

Action Steps:

1. Principals will highlight campus extracurricular and state assessment achievements to attract highly qualified teachers and staff on social media, job fairs, and campus websites.
2. Interview Committee will meet and gather all documentation for each candidate who is highly-qualified.
3. All documentation will be evaluated by the interview committee. Documents include candidate application, resume, references, letters of recommendation. A scoring rubric/sheet will be used rate the can
4. Candidates will be called for interviews from highest qualified score to lowest score.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Candidate Application Resume References Letters of recommendation	Rubric Qualification Sheet	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs

Goal Area 4: Effective Staff Interview/Hiring Process

Annual Goal 3: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Objective 3: By the end of the CLL School year, 100% of the new teacher candidates at Vela Middle School will be recommended for hire through a 4 step interview process.

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 2: Selected Candidates will be interviewed by the selected interview committee

Timeline: September 2026 -

August 2027

Persons Responsible: Administration Interview Committee

Action Steps:

1. The interview committee will get a list of all applicants, and sort them based on current campus needs and highly qualified teacher status using a scoring system or list created by the campus committee.
2. Interviews will be scheduled in a timely manner to ensure the participation of all committee members.
3. Try to secure participation of the same committee members for interviewees of the same position.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Set location Applicant documentation Questionnaire Scoring Rubric of Questionnaire/ Lesson	Completed Scoring Rubric	Hiring of Highly Qualified Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs

Goal Area 4: Effective Staff Interview/Hiring Process

Annual Goal 3: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Objective 3: By the end of the CLL School year, 100% of the new teacher candidates at Vela Middle School will be recommended for hire through a 4 step interview process.

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 3: Candidates selected in step 2, will present a practice lesson.

Timeline: September 2026 - August 2027

Persons Responsible: Administration Interview committee

Action Steps:

1. Candidate will send a lesson plan prior to the practice lesson presentation, for review.
2. The practice lesson presented by the candidate, will be scored using the TTESS rubric, and will be recorded so that a group of students in the committee can view the video and offer feedback about the le
3. The score from the presented lesson will be added on to the interview rubric for a composite score.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Necessary equipment in the interview room/principals conference room for the lesson presentation. Lesson Topic Provided by Committee Lesson Plan provided by candidate	Rated lesson using the Overall scoring Rubric	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs

Goal Area 4: Effective Staff Interview/Hiring Process

Annual Goal 3: By the end of the CLL School year, Vela Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.

Objective 3: By the end of the CLL School year, 100% of the new teacher candidates at Vela Middle School will be recommended for hire through a 4 step interview process.

Benchmark Dates: November 2026, February 2027, May 2027

Strategy 4: The highest scoring candidates will have a final interview with the campus principal. The campus principal will have the final decision for recommendation.

Timeline: September 2026 - August 2027

Persons Responsible: Campus Principal Interview Committee Human Resources

Action Steps:

1. Campus Principal Meets with interview committee to discuss finalists.
2. Principal Schedules final Interview with finalists.
3. Principal Makes final Recommendation to Central Office

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Scored Rubric Evaluation on Lesson Applicants Information Committee Recommendations	Final Scored Rubric by Principal Completed Documentation of all steps performed in process	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	Jesus “Jesse” Vela, Jr. Middle School is committed to our vision: <i>Vela Middle School students and faculty will collaborate to enhance the quality of learning by setting goals that promote educational achievement through a learner-centered curriculum that focuses on problem solving and critical thinking through real life experiences.</i> As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of

	parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
Ways Parents and Families Can Get Involved	Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to, • personal phone calls • ClassDojo • Mass Messenger • personal invitations • email • the campus website • social media • other campus communication platforms. • Parents are encouraged to actively participate in the planning, review, and continuous improvement of the • Campus Parent & Family Engagement Policy • School-Parent Compact, the Campus Improvement Plan • other Title I programs Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act (ESSA).

Family Trainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Special Education Parent Conference (September 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • 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 (December 2026) • Understanding Assessment Meetings (January 2027)
Curriculum	Jesus “Jesse” Vela, Jr. 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 • Carnegie • Beanstack • McGraw Hill • I-Ready • Blended Learning • Bluebonnet
Forms of Academic Assessments	In Jesus “Jesse” Vela, Jr. 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 other curriculum.

Expected Achievement levels on academic assessments	The State’s Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Jesus “Jesse” Vela, Jr. 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	Jesus “Jesse” Vela, Jr. Middle School values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Jesus “Jesse” Vela, Jr. Middle School welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Jesus “Jesse” Vela, Jr. 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	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 Student’s Responsibilities Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	On-Going Communication To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent–Teacher conferences and phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks

academic and extracurricular decisions affecting their children.
Engage parents through varied family engagement activities:
Implement team-oriented sessions offering literacy strategies for all parents.
Host meetings covering a variety of relevant topics,

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.)

2025-2026 Programa de Participación de Padres y Familias (PFE)	
¿Qué es?	Jesús “Jesse” Vela, Jr. Middle School está comprometida con nuestra visión: (ESCRIBA AQUÍ LA VISIÓN DE SU ESCUELA). Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
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 para Conocer al Maestro / Casa Abierta en escuelas primarias y secundarias (agosto de 2025 y marzo de 2026). • Conferencias entre Padres y Maestros (todos los niveles escolares, de agosto de 2025 a mayo de 2026). • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2026). • Desfile del Listón Rojo (octubre de 2026). • Exposición Distrital de Programas (octubre de 2026). • Conferencia para Padres de Educación Especial (septiembre de 2026). • Cafecitos con los Consejeros Escolares (septiembre de 2026 a mayo de 2027). • Posada Navideña Familiar (diciembre de 2026). • Reuniones del Consejo Consultivo del Distrito para Oficiales de Padres de todos los planteles (octubre y diciembre de 2025, y marzo de 2026). • Reuniones de Título I del Plantel (septiembre de 2026). • Reuniones para Revisar la Política del Plantel (noviembre de 2026). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2027). • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2027). • Reuniones sobre Asistencia Escolar (octubre de 2026). • Reuniones sobre el Currículo (diciembre de 2026). • 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. Jesús “Jesse” Vela, Jr. 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 • Carnegie • Beanstack • McGraw Hill • I-Ready • Blended Learning • Bluebonnet
Formas de Evaluación Académica	En Jesús “Jesse” Vela, Jr. 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 Jesus “Jesse” Vela, Jr. 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. Jesus “Jesse” Vela, Jr. 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	Jesus “Jesse” Vela, Jr. 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	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	- Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. - Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje.	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos

	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.		- Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	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.				