



Campus Improvement Plan

Stephen F. Austin Middle School

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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Vision

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

Mission

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

District Strategic Direction



Campus Executive Summary

Demographics:

Austin Middle School serves students from San Juan, Texas who come from similar backgrounds and way of life.

The student body at Austin Middle School is majority Hispanic with the following breakdown of student populations:

Snapshot 2025-2026	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	816	429	387	118	198	14	737	123	524
Percent		52.6%	47.4%	14.5%	24.3%	1.7%	86.4%	15%	64.22%

Comprehensive Needs Assessment:

Name of School has been rated a "B" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 83. In Domain II, School Progress (91), Academic Growth (80) and Relative Performance (91) with an Eco Dis at a 86.4%. And last, Domain III, Closing the Gaps, Austin scored an 83.

The overall 2026 Accountability Rating for Austin Middle School was a score of 89. In grades 6 -8 all tested STAAR subjects, 2,049 test were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Austin 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 Austin Middle School offers high school and dual language credits to eligible students. Students attending Austin 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.

Summary of Goals:

Austin Middle School's 2026–2027 goals focus on improving student achievement, academic growth, English language proficiency, and attendance through strong Tier I instruction, targeted interventions, data-driven decision-making, and consistent progress monitoring.

English Language Proficiency: Increase TELPAS progress from 25% to 36%, an 11 percentage-point increase, with targeted support for Emergent Bilingual students.

Mathematics Academic Growth: Increase STAAR Mathematics Academic Growth from 65% to 76%, an 11 percentage-point increase, through differentiated instruction, interventions, tutoring, and Bruin Academies.

Science Achievement: Increase students achieving Meets Grade Level or above from 59% to 65%, a six percentage-point increase, with an emphasis on rigorous instruction, small-group support, and targeted intervention.

Social Studies Achievement: Increase students achieving Meets Grade Level or above from 29% to 34%, with a five percentage-point increase, using data analysis and targeted instructional support.

Student Attendance: Increase the campus attendance rate from 95.1% to 96.5%, a 1.4 percentage-point increase, through consistent monitoring, family communication, attendance interventions, and student incentives.

Overall Goal: Austin Middle School will accelerate academic growth, close achievement gaps, improve attendance, and ensure all students experience academic success and continued progress toward earning an A campus rating.

Campus Performance Objectives Council

Focus Area 1: Effective Teaching & Learning

Name	Role
Gisela Salinas Ramirez	Principal
Samuel Borrego	Dean of Instruction
Clarissa Torres	Assistant Principal
Marcelina Pena	Assistant Principal
SanJuanita Garcia	Assistant Principal
Rafael Chico Rodriguez	CLL
Olga Gomez	RLA Teacher
Yulissa Rangel	Math Teacher
Selina Garza	Social Studies Teacher
Juana Leal	Science Teacher
Arnold Serna Nieto	SPED Teacher

Focus Area 2: Student Supports

Name	Role
Gisela Salinas Ramirez	Principal
Samuel Borrego	Dean of Instruction
Clarissa Torres	Assistant Principal
Marcelina Pena	Assistant Principal
SanJuanita Garcia	Assistant Principal
Rafael Chico Rodriguez	CLL
Gabriella Trujillo	SPED Teacher
Roberto Cortez	SPED Teacher
Maribel Barrios	RLA Teacher
Linda Corpus	Math Teacher
Vicky Vecchio	Social Studies Teacher
Delia Ortiz	Science Teacher
Javier Zarrama	AVID Teacher

Focus Area 3: Leadership Growth

Name	Role
Gisela Salinas Ramirez	Principal
Samuel Borrego	Dean of Instruction
Clarissa Torres	Assistant Principal
Marcelina Pena	Assistant Principal
SanJuanita Garcia	Assistant Principal
Rafael Chico Rodriguez	CLL
Claudia Obregon	Counselor
Ellie Estrada	Counselor
Yvonne Galindo	Counselor
Marisa Gonzalez	Gear Up Counselor
Marie Palacios	AVID Teacher

Focus Area 4: Family & Community Empowerment

Name	Role
Gisela Salinas Ramirez	Principal
Samuel Borrego	Dean of Instruction
Clarissa Torres	Assistant Principal
Marcelina Pena	Assistant Principal
SanJuanita Garcia	Assistant Principal
Rafael Chico Rodriguez	CLL
Sylvia Millice	Parent Involvement Site Manager
Kanie De Leon	Librarian
Gabriela Ortiz	Coach

Data Sources Reviewed

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

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary AUSTIN MIDDLE (108909041) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		89	B	
Student Achievement		83	B	0%
STAAR Performance	52	83		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	70%
Academic Growth	68	80	B	
Relative Performance (Eco Dis: 86.4%)		91	A	✓
Closing the Gaps	62	83	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



TEA | Analytics, Assessment, and Reporting | Performance Reporting

Retrieved on August 13, 2026 from [TEA 2026 Accountability Reports](#)

Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 AUSTIN MIDDLE (108909041) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

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

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored) *	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	3	-	-	-	-	3	3	0	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	1
2025	-	3	3	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	0	0	-	0
2025	-	3	3	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	3	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	3	-	-	-	-	3	3	3	0	1
2025	-	3	3	-	3	-	-	3	3	3	3	3
2026	-	3	4	-	-	-	-	3	3	3	0	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									0			

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 AUSTIN MIDDLE (108909041) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
 * Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	772	770	254	253	2,049	
Approaches GL or Above	629	552	208	143	1,532	75%
Meets GL or Above	451	390	150	74	1,065	52%
Masters GL	239	207	77	43	566	28%
Total Percentage Points						155%
Component Score						52

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 AUSTIN MIDDLE (108909041) - 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	75%	73%	85%	99%	57%	67%	41%	47%	76%	70%	70%	-	-	70%
At Meets GL Standard or Above	52%	50%	68%	94%	30%	44%	23%	32%	52%	53%	40%	-	-	40%
At Masters GL Standard	28%	25%	44%	74%	11%	23%	10%	26%	27%	31%	16%	-	-	16%
Number of Tests														
At Approaches GL Standard or Above	1,532	1,322	210	305	272	454	119	9	1,316	216	35	-	-	35
At Meets GL Standard or Above	1,065	897	168	289	146	301	65	6	902	163	20	-	-	20
At Masters GL Standard	566	457	109	228	51	156	29	5	469	97	8	-	-	8
Total Tests	2,049	1,801	248	308	479	679	288	19	1,741	308	50	-	-	50
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	81%	80%	91%	100%	64%	74%	41%	60%	83%	72%	82%	-	-	82%
At Meets GL Standard or Above	58%	56%	75%	98%	31%	47%	19%	40%	59%	55%	35%	-	-	35%
At Masters GL Standard	31%	29%	43%	79%	10%	23%	9%	20%	31%	33%	24%	-	-	24%
Number of Tests														
At Approaches GL Standard or Above	629	544	85	121	112	182	48	3	543	86	14	-	-	14
At Meets GL Standard or Above	451	381	70	118	54	116	22	2	385	66	6	-	-	6
At Masters GL Standard	239	199	40	95	17	56	10	1	200	39	4	-	-	4
Total Tests	772	679	93	121	176	247	116	5	652	120	17	-	-	17
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	72%	70%	83%	100%	54%	64%	41%	50%	73%	67%	53%	-	-	53%
At Meets GL Standard or Above	51%	49%	65%	95%	31%	45%	24%	33%	51%	51%	35%	-	-	35%
At Masters GL Standard	27%	25%	44%	73%	11%	24%	10%	33%	26%	30%	18%	-	-	18%
Number of Tests														
At Approaches GL Standard or Above	552	475	77	121	95	157	47	3	472	80	9	-	-	9
At Meets GL Standard or Above	390	330	60	115	55	110	28	2	329	61	6	-	-	6
At Masters GL Standard	207	166	41	88	20	59	12	2	171	36	3	-	-	3
Total Tests	770	677	93	121	176	247	116	6	650	120	17	-	-	17
Science														

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 AUSTIN MIDDLE (108909041) - 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	82%	81%	90%	100%	66%	74%	50%	50%	81%	85%	100%	-	-	100%
At Meets GL Standard or Above	59%	57%	74%	91%	42%	53%	36%	25%	58%	68%	75%	-	-	75%
At Masters GL Standard	30%	27%	52%	79%	17%	30%	14%	25%	29%	41%	13%	-	-	13%
Number of Tests														
At Approaches GL Standard or Above	208	180	28	33	42	69	14	2	179	29	8	-	-	8
At Meets GL Standard or Above	150	127	23	30	27	49	10	1	127	23	6	-	-	6
At Masters GL Standard	77	61	16	26	11	28	4	1	63	14	1	-	-	1
Total Tests	254	223	31	33	64	93	28	4	220	34	8	-	-	8
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	57%	55%	65%	91%	37%	50%	36%	25%	56%	62%	50%	-	-	50%
At Meets GL Standard or Above	29%	27%	48%	79%	16%	28%	18%	25%	28%	38%	25%	-	-	25%
At Masters GL Standard	17%	14%	39%	58%	5%	14%	11%	25%	16%	24%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	143	123	20	30	23	46	10	1	122	21	4	-	-	4
At Meets GL Standard or Above	74	59	15	26	10	26	5	1	61	13	2	-	-	2
At Masters GL Standard	43	31	12	19	3	13	3	1	35	8	0	-	-	0
Total Tests	253	222	31	33	63	92	28	4	219	34	8	-	-	8

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

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

School Progress: Academic Growth

Texas Education Agency
2026 Academic Growth
 AUSTIN MIDDLE (108909041) - 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	994.0	1	994.00
Accelerated Learning Points Earned	123	0.25	30.75
Sum of Annual Growth plus Accelerated Learning Points			1,024.75
Total Tests Evaluated			1,506
Academic Growth Score			68

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	438	0	0
Tests Earning 0.5 Points	148	0.5	74.0
Tests Earning 1 Point	920	1	920
Annual Growth Points Earned			994.0
Total Tests Evaluated			1,506
Annual Growth Score			66

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	263	0	0
Tests Earning 1 Point	123	1	123
Accelerated Learning Points Earned			123
Total Tests Evaluated			386
Accelerated Learning Score			32

School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance
 AUSTIN MIDDLE (108909041) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	86.4%	52	91
College, Career, and Military Readiness			
Relative Performance			91

School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps
 AUSTIN MIDDLE (108909041) - 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	18	24	75.0	30.0%	22.5
Growth Status	15	24	62.5	50.0%	31.3
ELP Status	0	4	0.0	10.0%	0.0
Student Success Status	13	16	81.3	10.0%	8.1
Closing the Gaps Score					62

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 AUSTIN MIDDLE (108909041) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
2026 Total Tests	767	3	758	5	-	1	-	-	695		
2025 Academic Growth Score	67%	--	67%	89%	-	--	-	-	66%		
Mathematics 2026 Target	67%	62%	64%	72%	67%	86%	69%	71%	62%		
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	72%	74%	80%	76%	89%	78%	79%	72%		
Mathematics Long Term Target (2037-38)	95%	92%	94%	95%	95%	95%	95%	95%	92%		
Points Earned for Accountability Rating	0		3						3		
Points Evaluated for Federal School Improvement	0		3						3		
2026 Academic Growth Score	65%	50%	65%	70%	-	100%	-	-	64%		
2026 Growth Points	477.75	1.50	471.75	3.50	-	1.00	-	-	430.25		
2026 Total Tests	739	3	730	5	-	1	-	-	674		
2025 Academic Growth Score	68%	--	68%	91%	-	--	-	-	68%		
Total Points										15	24
Federal Graduation Rate Status											
2026 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Graduated	-	-	-	-	-	-	-	-	-		
2025 # Graduated	-	-	-	-	-	-	-	-	-		
2025 Total in Class	-	-	-	-	-	-	-	-	-		
2024 % Graduated	-	-	-	-	-	-	-	-	-		
Total Points											
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 Earned for Accountability Rating									0		
Points Evaluated for Federal School Improvement									0		
2026 TELPAS Progress Rate									25%		
2026 TELPAS Progress									47		
2026 TELPAS Total									185		
2025 TELPAS Progress Rate									33%		
Total Points										0	4

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 AUSTIN MIDDLE (108909041) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points
Student Success (Student Achievement Domain Score (STAAR Component Only))										
2026 Target	47	37	41	58	45	74	49	55	38	
Next Interim Target (2027-28 through 2031-32)	57	47	51	68	55	81	59	65	48	
Long Term Target (2037-38)	77	67	71	88	75	95	79	85	68	
Points Earned for Accountability Rating	3		3	4					3	
Points Evaluated for Federal School Improvement	3		3	4					3	
2026 STAAR Component Score	52	44	51	88	-	83	-	-	49	
2026 % at Approaches GL Standard or Above	75%	83%	75%	100%	-	100%	-	-	73%	
2026 % at Meets GL Standard or Above	52%	33%	52%	86%	-	75%	-	-	50%	
2026 % at Masters GL Standard	28%	17%	27%	79%	-	75%	-	-	25%	
2026 Total Tests	2,049	6	2,025	14	-	4	-	-	1,853	
2025 STAAR Component Score	49	--	49	65	-	80	-	-	47	
Total Points										13
School Quality (College, Career, and Military Readiness Performance)										
2026 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%	
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%	
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%	
Points Earned for Accountability Rating										
Points Evaluated for Federal School Improvement										
2025 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	
2025 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-	
2025 Total Students	-	-	-	-	-	-	-	-	-	
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	
Total Points										
Participation 2025-26										
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	
RLA										
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	
# Participants	822	3	813	5	-	1	-	-	748	
Total Students	822	3	813	5	-	1	-	-	748	
Mathematics										
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	
# Participants	813	3	804	5	-	1	-	-	739	
Total Students	816	3	807	5	-	1	-	-	742	

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 AUSTIN MIDDLE (108909041) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2027 accountability	△		△						△		
Groups evaluated in 2026 accountability	✓		✓	✓					✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	44%	32%	35%	59%	44%	74%	46%	56%	33%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%		
RLA Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	58%	33%	58%	100%	-	100%	-	-	56%		
2026 # at Meets GL Standard or Above	451	1	444	5	-	1	-	-	389		
2026 Total Tests (Adjusted)	772	3	763	5	-	1	-	-	700		
2025 % at Meets GL Standard or Above	54%	--	54%	73%	-	--	-	-	51%		
Mathematics 2026 Target	47%	32%	39%	61%	47%	85%	52%	56%	36%		
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%		
Mathematics Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	51%	33%	51%	60%	-	100%	-	-	49%		
2026 # at Meets GL Standard or Above	390	1	385	3	-	1	-	-	339		
2026 Total Tests (Adjusted)	770	3	761	5	-	1	-	-	698		
2025 % at Meets GL Standard or Above	50%	--	50%	73%	-	--	-	-	48%		
Total Points										18	24
Academic Growth Status											
RLA 2026 Target	63%	58%	59%	69%	63%	79%	63%	68%	58%		
RLA Next Interim Target (2027-28 through 2031-32)	73%	68%	69%	78%	73%	84%	73%	77%	68%		
RLA Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	95%	88%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	71%	50%	71%	100%	-	100%	-	-	71%		
2026 Growth Points	547.00	1.50	539.50	5.00	-	1.00	-	-	490.50		

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 AUSTIN MIDDLE (108909041) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

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	67%	66%	84%	85%	57%	60%	44%	--	67%	67%	57%	-	--	59%
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	0	3				3	3		0					
2026 Academic Growth Score	65%	64%	72%	81%	57%	62%	57%	85%	65%	60%	57%	-	-	57%
2026 Growth Points	477.75	417.25	60.50	84.50	98.75	146.00	66.00	4.25	410.25	67.50	9.75	-	-	9.75
2026 Total Tests	739	655	84	104	173	237	116	5	627	112	17	-	-	17
2025 Academic Growth Score	68%	68%	74%	87%	61%	65%	60%	--	67%	75%	56%	-	--	61%
Federal Graduation Rate Status														
2026 Target	90.0%	86.7%	n/a	n/a	n/a	80.0%	79.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	92.7%	90.5%	n/a	n/a	n/a	86.0%	85.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	98.0%	98.0%	n/a	n/a	n/a	98.0%	98.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement														
2025 % Graduated	-	-	-	-	-	-	-					-	-	-
2025 # Graduated	-	-	-	-	-	-	-					-	-	-
2025 Total in Class	-	-	-	-	-	-	-					-	-	-
2024 % Graduated	-	-	-	-	-	-	-					-	-	-
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					30%									
Next Interim Target (2027-28 through 2031-32)					32%									
Long Term Target (2037-38)					36%									
Points Evaluated for Federal School Improvement					0									
2026 TELPAS Progress Rate					25%									
2026 TELPAS Progress					47									
2026 TELPAS Total					185									
2025 TELPAS Progress Rate					33%									
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

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 AUSTIN MIDDLE (108909041) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
 * Confidential *

	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	3	3				3	3	0	3						
2026 STAAR Component Score	52	49	66	89	33	45	25	35	52	51	42	-	-	42	
2026 % at Approaches GL Standard or Above	75%	73%	85%	99%	57%	67%	41%	47%	76%	70%	70%	-	-	70%	
2026 % at Meets GL Standard or Above	52%	50%	68%	94%	30%	44%	23%	32%	52%	53%	40%	-	-	40%	
2026 % at Masters GL Standard	28%	25%	44%	74%	11%	23%	10%	26%	27%	31%	16%	-	-	16%	
2026 Total Tests	2,049	1,801	248	308	479	679	288	19	1,741	308	50	-	-	50	
2025 STAAR Component Score	49	48	67	84	34	41	25	--	49	49	33	-	--	42	
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%	
# Participants	822	723	99	121	206	278	120	7	671	151	19	-	-	19	
Total Students	822	723	99	121	206	278	120	7	671	151	19	-	-	19	
Mathematics															
% Participation	100%	100%	100%	100%	99%	99%	99%	100%	100%	99%	100%	-	-	100%	
# Participants	813	714	99	121	201	273	119	7	667	146	17	-	-	17	
Total Students	816	717	99	121	203	275	120	7	668	148	17	-	-	17	

Comprehensive Needs Assessment

AREA LEADS: Gisela S. Ramirez, Samuel Borrego, Clarissa Torres, Marcelina Peña, SanJuanita Garcia, Rafael Chico Rodriguez



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

Austin Middle School provides teachers with a standards-aligned Guaranteed and Viable Curriculum (GVC) and year-long scope and sequence aligned to the Texas Essential Knowledge and Skills (TEKS). District curriculum, assessments, and instructional resources are reviewed and adjusted based on student performance data from content-based assessments, benchmarks, and other formative measures.

Campus and district staff engage in ongoing data analysis to identify student needs, adjust instruction, and provide corrective instruction and intervention. Teachers and campus leaders have access to assessment platforms that provide immediate student- and item-level data to support instructional decision-making.

Additional strengths include:

- Curriculum, scope and sequence, units of study, and assessments are aligned to TEKS and appropriate levels of rigor.
- Assessment data is regularly reviewed to monitor student progress and make timely instructional adjustments.
- Corrective instruction and intervention opportunities are embedded within the curriculum and instructional cycle.
- Instructional resources include supports designed to address the needs of Emergent Bilingual (EB) students, students receiving Special Education services, and other student groups.
- Professional development is provided based on classroom observations, formative assessment data, and campus performance needs.
- The campus demonstrates strong overall RLA academic growth, with a 71% Academic Growth Score, exceeding the 2026 target of 63%.
- Student achievement has improved, with the overall STAAR Component Score increasing from 49 in 2025 to 52 in 2026.

Challenges

Although Austin Middle School demonstrated areas of academic success in 2026, including an overall B rating (89) and a School Progress rating of A (91), campus data identifies continued opportunities to strengthen literacy, mathematics growth, and outcomes for identified student groups.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 58%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 56%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 19%.
- 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 51%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 49% points.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 33%.
- Mathematics Academic Growth remains an area of focus. The All-Students group achieved a 65% growth score, below the 2026 target of 67%, while the overall combined RLA and Mathematics Academic Growth component score was 68.
- Middle School Reading, Writing, Mathematics, Science, and Social Studies curriculum and instructional practices will be continuously monitored for alignment, rigor, and effectiveness. Campus leadership and PLCs will use student performance, growth, and subgroup data to identify gaps, adjust instruction, provide targeted interventions, and monitor progress toward improved outcomes for all students.

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

By the end of the 2026–2027 academic year, Austin Middle School will increase student achievement by strengthening standards-aligned Tier I instruction, implementing targeted interventions, and consistently monitoring student performance and academic growth. Based on 2026 STAAR results, 52% of all students and all tests were at Meets Grade Level or Above, with an overall STAAR Component Score of 52.

OBJECTIVE 1: The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics, Science and Social Studies will increase from 52% in June 2026 to 58% by June 2026. (demonstrating a 6% increase)

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

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

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

- **Facilitate Collaborative Planning and Feedback:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District / State Curriculum • I-Ready • IXL • Mathia • State and local student data • Lead4Ward • Science, Social Studies, RLA & Math STAAR workbooks and software • Consultants, Region One PD and APSI PD • Copier/Ink/Toner/General Supplies	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs, lesson internalizations, PLC's and CLC's.

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

- **Use a Standardized Walkthrough Tool:**

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

- **Debrief and Provide Timely Feedback:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • Calibration training for administration • Bluebonnet Math • Study Sync • Lowman • Copier/Ink/Toner/General Supplies • T-TESS Rubric and resources	• Walkthrough documents • Feedback forms • Observation (T-TESS)	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

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

OBJECTIVE 2: By June 2027, Austin Middle School will increase student academic growth in Reading and Mathematics through targeted, data-driven instruction, intervention, and biweekly progress monitoring, with a focus on increasing RLA growth from 71% to 75% and Mathematics growth from 65% to 70%.

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

- **Data-Driven Blended Learning Instruction:**

Teachers will implement targeted small group instruction (Blended Learning) in Reading and Math at least 2 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions on going • Mathia • IXL • Reading by Design • Summit K12 • Bruin Academies	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • IXL Diagnostic • Mathia • Reading by Design • Summit K12 Summative Assessments

Goal Area 1: Effective Teaching and Learning

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

Timeline: September 2026– May 2027

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

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

Action Steps:

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

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

- **Tiered Intervention Implementation:**

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

- **Ongoing Teacher Collaboration and Planning:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District / State Curriculum • I-Ready • Mathia • Lead4Ward • IXL • Summit K12 • Bruin Academies • State and local student data • Campus based progress monitoring system • Blended Learning	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • Mathia • Summit K12 • Summit K12

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

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District / State Curriculum • I-Ready • Mathia • Lead4Ward • IXL • Summit K12 • Bruin Academies • State and local student data • Campus based progress monitoring system • Blended Learning	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • Mathia • Summit K12 • Summit K12

AREA LEADS: Gisela S. Ramirez, Samuel Borrego, Clarissa Torres, Marcelina Peña, SanJuanita Garcia, Rafael Chico Rodriguez



GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance

Strengths

Austin Middle School provides a comprehensive system of academic supports designed to address the individual needs of students in grades 6–8. Teachers have access to a standards-aligned Guaranteed and Viable Curriculum, assessments, progress-monitoring tools, and instructional resources that support differentiated instruction and intervention.

Campus and district teams regularly analyze formative, benchmark, STAAR, and student-group data to identify areas of need and determine appropriate instructional supports. Corrective instruction, small-group instruction, and intervention are incorporated into the instructional process to provide additional support for students who have not yet demonstrated mastery.

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 6th – 8th.
- 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

Austin Middle School's 2026 student performance data indicates a continued need to strengthen targeted supports and interventions, particularly for Emergent Bilingual students and students receiving Special Education services. Achievement gaps are evident across RLA and Mathematics and require consistent progress monitoring, differentiated instruction, and timely Tier 2 and Tier 3 interventions.

- Both SPED and EB students demonstrate achievement gaps when compared to the All-Student group across Approaches, Meets, and Masters performance levels.
- Low Meets and Masters-Level Performance: SPED students continue to demonstrate significant areas of need:
 - RLA SPED: 41% Approaches / 19% Meets / 9% Masters
 - Mathematics SPED: 41% Approaches / 24% Meets / 10% Masters
- Emergent Bilingual students also demonstrate performance gaps:
 - RLA EB (Current & Monitored): 74% Approaches / 47% Meets / 23% Masters
 - Mathematics EB (Current & Monitored): 64% Approaches / 45% Meets / 24% Masters
- TELPAS/English Language Proficiency remains a significant area of need. The 2026 TELPAS Progress Rate was 25%, compared to 33% in 2025, representing an 8 percentage-point decrease. The campus also performed 5 percentage points below the 2026 ELP target of 30% and earned 0 of 4 possible Closing the Gaps points for English Language Proficiency.
- The All-Student Group in Mathematics at Meets Grade Level or Above was 51%.
- The High Focus Student Group in Mathematics at Meets Grade Level or Above was 49%.
- The Emergent Bilingual (Current & Monitored) Student Group in Mathematics at Meets Grade Level or Above was 45%.
- The Special Education (Current) Student Group in Mathematics at Meets Grade Level or Above was 24%.
- Mathematics growth compared to the TEA target: The All-Student Mathematics Academic Growth Score was 65%, which was 2 percentage points below the 2026 target of 67% and 3 percentage points below the 2025 growth score of 68%.
- Mathematics achievement compared to the All-Student group:
 - All Students: 51% Meets
 - High Focus: 49% Meets — 2 percentage points below All Students
 - EB (Current & Monitored): 45% Meets — 6 percentage points below All Students
 - SPED (Current): 24% Meets — 27 percentage points below All Students.

Goal Area 2: Student Supports

Annual Goal 2: School Progress

By May 2027, Austin Middle School will increase overall student progress by improving performance among special populations.

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

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- DMAC Reports - TELPAS Results - Individualized Plans - Summit K-12 - District Curriculum	- Individualized student portfolios - Data Analysis - PLC Meeting Minutes	- Walk-through feedback and notes - Progress and grade reports - Fluency screeners - Summit K-12 reports - Benchmark performance	- Summit K-12 Benchmarks - TELPAS Results - Informal Quizzes/Test

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

Timeline: September 2026 – May 2027

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

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

Action Steps:

- Meet with elective and content teachers to share TELPAS Data
- Coach teachers on creating opportunities for students to speak and write
- Review lesson plans biweekly to ensure implementation of strategies
- Provide professional development sessions as needed throughout the academic school year

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Sheltered Instruction Observation Protocol (SIOP) Strategies • ELPS • CIF Protocols • TELPAS Results • Individualized Plans • Summit K-12 • District Curriculum	• Individualized student portfolios • Walkthroughs • Lesson Plans • Formal Observations and Artifacts • PLC Meeting Minutes	• Progress and grade reports • Summit K-12 reports • Benchmark performance • Increased writing and speaking performance on benchmarks	• Summit K-12 Benchmarks • TELPAS Results • Informal Quizzes/Test • District Benchmarks • Summit K12 BOY, MOY, EOY

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

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

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

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

Provide students with sentence starters to guide academic discussion.

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

Build collaborative talk into daily instruction with routines such as:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Fluency checks	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

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

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2026 – May 2026

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

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

Action Steps:

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

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

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

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

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

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• DMAC • Reading by Design (RBD) • IXL • IXL Math • Implementation of CIF protocols • Individualized Plans • Word walls	• Lesson plans • Walkthroughs • Formal observations and Artifacts • PLC minutes and agenda • Peer Tutoring • Chunking • Expert Groups • Literacy Groups • Choral Reading • Voice to Text • Text to Speech	• Walk-through feedback and notes • Progress and grade reports • Individualized Reports	• Walk-through feedback and notes • District Benchmarks • State assessments • STAAR

Goal Area 2: Student Supports

Strategy 2:Special Education Hold Collaborative Data Review Meetings Each Quarter

Timeline: September 2025 – May 2026

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

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

Action Steps:

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

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

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

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

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

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• DMAC • Reading by Design (RBD) • IXL • IXL Math • Implementation of CIF protocols • Individualized Plans • Word walls	• Lesson plans • Walkthroughs • Formal observations and Artifacts • PLC minutes and agenda • Peer Tutoring • Chunking • Expert Groups • Literacy Groups • Choral Reading • Voice to Text /Text to Speech	• Walk-though feedback and notes • Progress and grade reports • Individualized Reports	• Walk-though feedback and notes • District Benchmarks • State assessments • STAAR

Goal Area 2: Student Supports**Strategy 3:** Conduct Regular IEP-Driven Small Group or 1:1 Instruction**Timeline:** September 2025 – May 2026**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

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

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

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

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

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

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Reading by Design • SuccessEd program • professional development on tier 2/3 instructions	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

AREA LEADS: Gisela S. Ramirez, Samuel Borrego, Clarissa Torres, Marcelina Peña, SanJuanita Garcia, Rafael Chico Rodriguez



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

Austin Middle School provides teachers with a standards-aligned Guaranteed and Viable Curriculum (GVC) and year-long scope and sequence aligned to the Texas Essential Knowledge and Skills (TEKS). District curriculum, assessments, and instructional resources are reviewed and adjusted based on student performance data from content-based assessments, benchmarks, and other formative measures.

Campus and district staff engage in ongoing data analysis to identify student needs, adjust instruction, and provide corrective instruction and intervention. Teachers and campus leaders have access to assessment platforms that provide immediate student- and item-level data to support instructional decision-making.

Additional strengths include:

- Curriculum, scope and sequence, units of study, and assessments are aligned to TEKS and appropriate levels of rigor.
- Assessment data is regularly reviewed to monitor student progress and make timely instructional adjustments.
- Corrective instruction and intervention opportunities are embedded within the curriculum and instructional cycle.
- Instructional resources include supports designed to address the needs of Emergent Bilingual (EB) students, students receiving Special Education services, and other student groups.
- Professional development is provided based on classroom observations, formative assessment data, and campus performance needs.
- The campus demonstrates strong overall RLA academic growth, with a 71% Academic Growth Score, exceeding the 2026 target of 63%.
- Student achievement has improved, with the overall STAAR Component Score increasing from 49 in 2025 to 52 in 2026.

Challenges

Although Austin Middle School demonstrated areas of academic success in 2026, including an overall B rating (89) and a School Progress rating of A (91), campus data identifies continued opportunities to strengthen literacy, mathematics growth, and outcomes for identified student groups.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 58%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 56%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 19%.
- 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 51%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 49% points.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 33%.
- Mathematics Academic Growth remains an area of focus. The All-Students group achieved a 65% growth score, below the 2026 target of 67%, while the overall combined RLA and Mathematics Academic Growth component score was 68.
- Middle School Reading, Writing, Mathematics, Science, and Social Studies curriculum and instructional practices will be continuously monitored for alignment, rigor, and effectiveness. Campus leadership and PLCs will use student performance, growth, and subgroup data to identify gaps, adjust instruction, provide targeted interventions, and monitor progress toward improved outcomes for all students.

Goal Area 3: Leadership Growth

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

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

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

Goal Area 3: Leadership Growth

Strategy 3: Monitor and Provide Timely Feedback

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

Goal Area 3: Leadership Growth

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

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • campus instructional rounds	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • peer to peer observations	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

AREA LEADS: Gisela S. Ramirez, Samuel Borrego, Clarissa Torres, Marcelina Peña, SanJuanita Garcia, Rafael Chico Rodriguez



GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

Austin Middle School recognizes that strong family engagement and community partnerships are essential to improving student achievement, attendance, and overall student success. The campus works to maintain consistent communication with families and provides opportunities for parents and community members to actively participate in the educational process.

Austin Middle School uses multiple methods to communicate academic expectations, student progress, campus activities, and available support services to families. Campus staff collaborate with parents to identify student needs and connect students with appropriate academic, behavioral, attendance, and social-emotional supports.

- Parents and families are provided opportunities to participate in parent conferences, Meet the Teacher, Open House, academic events, extracurricular activities, and other campus programs.
- Teachers communicate with parents regarding student academic performance, attendance, behavior, interventions, and areas of concern.
- Families are provided information regarding STAAR, TELPAS, benchmark assessments, academic progress, and available intervention opportunities to help them understand and support their child's academic growth.
- The campus provides opportunities for families to learn about academic expectations, graduation pathways, college and career readiness, and available student support services.
- Austin Middle School collaborates with district departments and community organizations to provide resources, services, and opportunities for students and families.
- Family communication and engagement are used to support participation in tutorials, Bruin Academies, intervention programs, attendance initiatives, and extracurricular opportunities.
- The campus maintained strong student participation in state assessments, with 100% participation in RLA and approximately 100% participation in Mathematics, reflecting strong collaboration among students, families, and campus staff.
- Austin Middle School earned an overall B rating of 89 and an A (91) in School Progress, providing a strong foundation for continued collaboration with families and the community to improve student outcomes.

Challenges

Austin Middle School's 2026 data demonstrates a continued need to strengthen family engagement around student achievement, academic growth, intervention, attendance, and English language development, particularly for students requiring additional academic support.

- RLA achievement gaps remain among student groups. The All-Student group achieved 58% Meets Grade Level or Above, compared with 56% for High Focus students, 47% for EB (Current & Monitored) students, and 19% for Special Education (Current) students.
- Mathematics achievement gaps also remain. The All-Student group achieved 51% Meets Grade Level or Above, compared with 49% for High Focus students, 45% for EB (Current & Monitored) students, and 24% for Special Education (Current) students.
- Families of students requiring Tier 2 and Tier 3 interventions need consistent information regarding their child's academic needs, intervention plan, progress, and ways learning can be reinforced at home.
- TELPAS performance represents an important area for increased family partnership. The 2026 TELPAS Progress Rate was 25%, compared with the 30% TEA target and 33% in 2025. Families of Emergent Bilingual students will benefit from additional information and resources for supporting language development in listening, speaking, reading, and writing.
- Increased parent participation in academic information sessions, STAAR/TELPAS workshops, parent conferences, intervention meetings, and college and career readiness activities will strengthen the home-school partnership.
- Consistent and timely two-way communication between teachers and families must continue to be emphasized, particularly when students demonstrate declining performance, lack of academic growth, attendance concerns, or a need for additional intervention.
- The campus will continue to expand community partnerships and family outreach opportunities that provide academic, social-emotional, attendance, and enrichment supports for students.

Overall Area of Focus: Austin Middle School will strengthen two-way family communication, parent education, community partnerships, and meaningful opportunities for family involvement to ensure families understand student performance data and are active partners in improving academic achievement, growth, attendance, English language proficiency, and overall student success.

Goal Area 4: Family Community

Annual Goal 1: By May 2027, family involvement and participation at Austin Middle School will increase by 30%, as measured through parent attendance at campus events, workshops, conferences, academic nights, and other family engagement opportunities.

OBJECTIVE 1: Increase meaningful family engagement by using monthly academic, informational, and community events as consistent touchpoints to bring families into the school environment, build trusting relationships, strengthen school-family partnerships, and promote student academic success.

Strategy 1: Create predictable, themed monthly family engagement events that address campus and student needs while fostering ongoing parent participation and a strong sense of school community.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps: Develop and Communicate a Monthly Family Engagement Calendar:

Create and distribute a consistent monthly calendar of family and community events. Activities may include Literacy Night, Math/STAAR Night, TELPAS/EB Parent Night, Curriculum Night, College & Career Night, Family Wellness Night, student showcases, and community resource events.

Collaborate with Staff and Community Partners:

Establish a planning team of teachers, administrators, counselors, parent engagement personnel, and community partners to coordinate events and provide families with relevant academic resources, student support services, and community resources.

- **Promote Events and Encourage Participation:**

Provide consistent, multilingual communication through social media, parent communication systems, flyers, phone calls, and personal invitations. Incorporate student performances, showcases, refreshments, or other appropriate activities to encourage family participation.

- **Provide Families with Take-Home Resources:**

Ensure academic events provide families with practical resources and strategies they can use at home to support reading, mathematics, TELPAS/language development, attendance, and overall student success.

- **Monitor Family Participation:**

Maintain sign-in sheets and participation records for all family engagement activities and review data throughout the year to determine progress toward the 30% increase in family involvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District and campus social media • Parent communication platforms • Parental Director/Educator • Administrators and counselors • Content teachers and CLLs • Bilingual/ESL staff • Community Engagement Recruiters • Community organizations and business partners • Academic and TELPAS parent resources • Family engagement materials and presentations	• Monthly family/community engagement calendar • Sign-in sheets and participation records • Event agendas • Flyers, brochures, invitations, and presentations • Multilingual parent communications • Parent workshop materials • Community partnership documentation • Social media posts • Photos/documentation of events • Take-home academic resources	• 30% increase in family participation • Increased attendance at monthly family and community events • Increased participation in academic-focused events such as STAAR, TELPAS, literacy, mathematics, and curriculum nights • Increased family connections with campus and community resources • Positive parent feedback regarding school communication and engagement opportunities	• Monthly parent participation data • Event sign-in sheets • Parent surveys and feedback • Comparison of participation to baseline data • Event participation by student group • Parent communication/contact data • Quarterly review of progress toward the 30% family engagement goal • Student attendance and academic performance data

Goal Area 4: Family Community

Strategy 2: Offer targeted parent workshops for families of Emergent Bilingual (EB) students focused on understanding TELPAS, supporting English language development at home, and strengthening family-school collaboration to improve student language proficiency and academic achievement.

Austin Middle School's 2026 TELPAS Progress Rate was 25%, which was below the 30% TEA target and decreased from 33% in 2025, reinforcing the need for increased family engagement and support for EB students.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

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

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

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

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

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

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS Parent Resources and Proficiency Level Descriptors • Summit K12 • District TELPAS Writing Prompts • State and local EB student data • Bilingual/ESL instructional resources • District and campus social media • Parental Director/Educator • Bilingual/ESL staff and content teachers • Counselors and administrators • Community Engagement Recruiters	• TELPAS/EB parent workshop calendar • Parent sign-in sheets • Workshop agendas and presentations • Bilingual invitations and informational materials • Take-home language-development resources • Parent conference/contact documentation • Summit K12 resources and reports • Photos/documentation of parent workshops	• Increased parent participation in TELPAS and EB-focused workshops • Increased family understanding of TELPAS and English language-development expectations • Increased use of language-development strategies at home • Improved student performance in listening, speaking, reading, and writing • Increased TELPAS Progress Rate from the 2026 baseline of 25% toward the 32% interim target • Improved academic performance of EB students in RLA and Mathematics	• Parent participation and sign-in data • Parent surveys and feedback • TELPAS progress-monitoring data • TELPAS writing samples • Summit K12 progress reports • Student language-domain progress • Formative and benchmark assessments • STAAR performance for EB students • Parent contact and conference documentation

Goal Area 4: Family Community

Strategy 3: Establish consistent and meaningful partnerships with families and community organizations to promote the value of daily attendance, address barriers to attendance, and create a shared responsibility for student success. The campus will increase and maintain an average daily student attendance rate of 95% or higher.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Family Nights:**
Host family nights focus on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.
- **Communication Plan:**
Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.
- **Attendance Ambassadors program:**
This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.
- **Targeted Family Outreach:**
Personally contact families of students with attendance concerns and connect them with available campus, district, and community resources to address barriers affecting regular attendance.
- **Promote Attendance and Campus Events:**
Utilize campus and district social media, parent communication platforms, flyers, phone calls, and other communication methods to promote attendance expectations, parent involvement opportunities, and community events.
- **Recognize Positive Attendance:**
Implement student and family recognition opportunities to celebrate improved and consistent attendance and reinforce the importance of being present and engaged at school.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- School and Classroom Tracking system - Classroom banners - Incentives - Certificates - ARP program	- Weekly attendance reports and monitoring documentation - Individual Attendance Plans - Parent contact logs and conference documentation - Home visit documentation - ARP referrals and intervention records - Parent and community event calendars - Event agendas, invitations, flyers, and presentations - Parent/community sign-in sheets	- Increased campus attendance rate - Reduction in the number of students with attendance rates below 95% - Reduction in chronic absenteeism - Improved attendance among students receiving individualized interventions	- Weekly and monthly attendance data - Percentage of students meeting or exceeding 95% attendance - Chronic absenteeism data - Individual Attendance Plan progress - Parent contact and home visit data - Sign-in sheets and attendance records

Title 1, Part A School Wide Components

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

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	Stephen F. Austin Middle School is committed to our vision: Stephen F. Austin Middle School will cultivate leaders with excellence, where each member is valued. We work to assure that each student is prepared to meet the challenges of high school and beyond through a rigorous college ready curriculum. 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	These are examples of activities implemented across our district. Please keep only those that apply to your campus, remove any that do not pertain to your school, and add any additional activities your campus has that involve parents/community. 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. • Family trainings are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. 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 2025 and March 2026) • Parent-Teacher Conferences (All Grade Levels-August 2025-May 2026) • Adult Literacy Courses for Parents (GED, English as a Second Language, Computer and Citizenship) (September 2025-May 2026) • High Skill Courses for Parents (Welding, Forklift, Phlebotomy, CPR, HVAC, Substitute Certification Course, Etc.) • Cultural Family Night/ (September 2025) = FAMILY MOVIE NIGHT (NOVEMBER)? • Halloween Trunk/Treat Family Night (October 2025) • Red Ribbon Parade (October 2025) • District Conference Showcase (October 2025) • Veteran’s Day Event (November 11, 2025) • National Parent Involvement Day (November 2025) • School Health Advisory Meetings (November 2025, March 2026, May 2026) • Special Education Parent Conference (September 2025) • Cafe Sessions with Counselors (September 2025-May 2026) • Christmas Posada Family Event (December 2025) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2025, December 2025 and March 2026) • Title I Campus Meetings (September 2025) • Campus Policy Meetings (November 2025) • Campus Compact Meetings (February 2026) • Campus Plan Feedback Meetings (April 2026) • Attendance Meetings (October 2025)

Curriculum	These are examples of curriculum implemented across our district. Please keep only those that apply to your campus, remove any that do not pertain to your school, and add any additional programs or initiatives specific to your campus. Stephen F. Austin 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 • Summit K-12 Science • Carnegie • AVID XL • Beanstack • Vocaroo • McGraw Hill • I-Ready • Blended Learning • Bluebonnet
Forms of Academic Assessments	Stephen F. Austin 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 Stephen F. Austin 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	Stephen F. Austin 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. Stephen F. Austin Middle School welcomes any ideas, feedback and/or concerns; we value each family in our school district.
Additional Parent Support	Stephen F. Austin 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	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Implement team-oriented sessions offering literacy strategies for all parents. Host meetings covering a variety of relevant topics,	Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child's learning through ongoing dialogue, homework assistance, and active listening. Attend parent meetings where educational and extracurricular decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent-Teacher conferences and phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks
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?	(NOMBRE DE LA ESCUELA) 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	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y

Familias	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	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.

Familias	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). • Cursos de alfabetización para adultos, incluyendo: ○ GED ○ Inglés como Segundo Idioma (ESL) ○ Computación ○ Ciudadanía (septiembre de 2025 a mayo de 2026). • Cursos de capacitación laboral para padres, como: ○ Soldadura ○ Montacargas ○ Flebotomía ○ RCP (CPR) ○ HVAC ○ Curso para Sustitutos ○ Entre otros. • Noche Cultural Familiar (septiembre de 2025). • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2025). • Desfile del Listón Rojo (octubre de 2025). • Exposición Distrital de Programas (octubre de 2025). • Día Nacional de la Participación de los Padres (noviembre de 2025). • Reuniones del Comité Consultivo de Salud Escolar (SHAC) (noviembre de 2025, marzo de 2026 y mayo de 2026). • Conferencia para Padres de Educación Especial (septiembre de 2025). • Cafecitos con los Consejeros Escolares (septiembre de 2025 a mayo de 2026). • Posada Navideña Familiar (diciembre de 2025). • 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 2025). • Reuniones para Revisar la Política del Plantel (noviembre de 2025). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2026). • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2026). • Reuniones sobre Asistencia Escolar (octubre de 2025). • Reuniones sobre el Currículo (diciembre de 2025).
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	Reuniones para Comprender las Evaluaciones Académicas (enero de 2026)
Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. (NOMBRE DE LA ESCUELA) utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares - TEKS (Texas Essential Knowledge and Skills) Resource System - Summit K-12 - Summit K-12 Science - Carnegie - AVID XL - Beanstack - Vocaroo - McGraw Hill - I-Ready - Blended Learning - Bluebonnet
Formas de Evaluación Académica	(NOMBRE DE LA ESCUELA) Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards (NOMBRE DE LA ESCUELA) da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. (NOMBRE DE LA ESCUELA) valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.

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