



Campus Improvement Plan

Drs. Reed & Mock Elementary

2026-2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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Vision

Our Vision for Drs. Reed & Mock Elementary School is one where children are educated through a collaborative effort among parents, faculty, students and the community. Our school environment encourages children to become future leaders and to take risks in becoming creative producers without fear of failure. Through cooperation and unity of spirit, challenges become opportunities where achievements are recognized and celebrated.

Mission

The mission of Drs. Reed & Mock Elementary is to provide all learners with a high quality, stimulating academic learning environment with an enriched up-to-date educational research-based curriculum and teaching methodologies with the assurance of a highly qualified staff that will deliver the curriculum and to set high standards for all learners.

District Strategic Direction



Demographics:

Drs. Reed & Mock Elementary School serves students from the Pharr-San Juan-Alamo area, who share similar

backgrounds, cultures, and ways of life.

The student body at PSJA is predominantly Hispanic, with the following student population breakdown:

Drs. Reed & Mock Special Populations Breakdown Matrix

Drs. Reed & Mock 	Male	Female	Sped	Lep	Migrant	Gt	ECD
	262	254	93	203	20	30	499
	50.7%	49.3%	18.02	39.34%	3.9%	5.81%	96.7%

With the district's proximity to Mexico, 39 % of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, **Drs. Reed and Mock** have been rated an "A" Campus on the 2025-2026 Accountability. In Domain I, Student Achievement component score of 57 (86), STAAR School Progress Domain 2A was at a component score of 71 (80), Domain 2B Relative Performance component score (91), and Domain III component score 71 (88). **Drs. Reed and Mock earned a grade of 90 (A).**

Student Performance:**Student Performance:**

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

- The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics, and Science will increase from 60% in May 2026 to 65% by June 2027.
- The percentage of students who perform at MEETS grade level or above on 3rd grade STAAR Reading will increase by four percentage points by June 2027.
- The percentage of students who perform at MEETS grade level or above on 3rd grade STAAR Mathematics will increase by six percentage points by June 2027.
- The percentage of students who perform at MEETS grade level or above on 4th grade STAAR Math will increase by four percentage points by June 2027.
- The percentage of students who perform at MEETS grade level or above on 4th grade STAAR Reading will increase by nine percentage points by June 2027.
- The percentage of students who perform at MEETS grade level or above on 5th grade STAAR Mathematics will increase by three percentage points by June 2027.
- The percentage of students who perform at MEETS grade level or above on 5th grade STAAR Reading will increase by seven percentage points by June 2027.
- Domain 2 Part A will increase in 4th and 5th grade reading by ten points.

Campus Educational Improvement Committee Member

Name	Title
Robert Sanchez	Principal
	Assistant Principal
Kayla Rodriguez	Counselor
Lorena Cardenas	CLL
Ana Warkentine	Reading Coach
Carolina Cavazos	Lead Teacher
Karla Reyna	Lead Teacher
Sanjuanita Loreda	Lead Teacher
Melissa Contreras	Lead Teacher
Anglica Feliciano	Science Teacher
Esther Chavarria	Lead Teacher
Jimmy Esqueda	Paraprofessional
Martha De Leon	Parent Representative

Data Sources Reviewed

1. 2025-2026 Attendance
2. 2025 STAAR Performance
3. 2026 Identification of School for Improvement
4. 2026 TELPAS Performance
5. 2025 Kindergarten Readiness
6. PEIMS Demographics

Site -Based Decision -Making Committee



- **Operating Procedures:** The SBDM serves as the key committee in the Campus Intervention Team to assist the campus principal with the development, review, and revision of the CIP. All SBDM information must be included on the campus website. The organizational structure of the school's SBDM including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SBDM and subcommittees. The SBDM shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- A list of meeting dates, committee members, agendas and minutes for each meeting must be on the campus website. The campus website homepage must include the link to the SBDM page for easy access. Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.
- **Scheduled Meeting Dates: September 4, 2025, November 6, 2025, January 29, 2026, May 30, 2026**
- **Committee Roles and Responsibilities:**
 - **Chair** – prepares committee meeting agendas with the assistance of the principal, guide meetings and encourage input from all members
 - **Vice-Chair** – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee
 - **Scribe/Recorder** – prepare and maintain minutes of committee meetings, committee membership roster and bylaws
 - **Facilitator/Timekeeper** – monitors committees' energy and interaction, keeps committee on track and ensures activities are completed in a timely manner

Site -Based Decision -Making Committee



SBDM will address the following areas:

- Planning
- Budgeting
- Curriculum
- Staffing patterns
- Staff development
- School organization

Drs. Reed and Mock Elementary Educational Improvement Committee Members

Focus Area 1: Student Achievement

Name	Role
Laura Nava	4th grade RLA teacher
Jessica Llamas	4th grade RLA teacher
Daisy Tucker	5th grade RLA teacher
Kristina Ocañas	5th grade RLA teacher
Ana Warkentine	Reading Coach
Lorena Cardenas	CLL

Focus Area 2: Closing the Achievement Gap (Kinder Readiness)

Name	Role
Carolina Cavazos	Pre-K 3 teacher
Basilía Sepulveda	Pre-K 4 teacher
Debra Puente	Kinder teacher
Blanca Mendez	Kinder teacher

Focus Area 3: Improvement Safety Public Support & Climate (attendance)

Name	Role
Robert Sanchez	Principal
Kehyla Rodriguez	Counselor
Noelia Rodriguez	PEIMS Clerk
Luis Guerra	P.E. Coach
Myrna Vela-Gutierrez	3rd grade teacher

Focus Area 4: Language Proficiency (TELPAS)

Name	Role
Robert Sanchez	Principal
Lorena Cardenas	CLL
Laura Treviño	1st grade teacher
Steffany Rivera	2nd grade teacher
Melissa Contreras	3rd grade teacher
San Juanita Loredó	4th grade teacher

District #1 Dropdown

Search By: District Name, District # or County Name

PHARR-SAN JUAN-ALAMO ISD \ HIDALGO COUNTY \ ...

A

Accountability

Student Achievement

B

School Progress

A

Academic Growth

B

Relative Performance

A

Closing the Gaps

A

STAAR Performance

Approaches



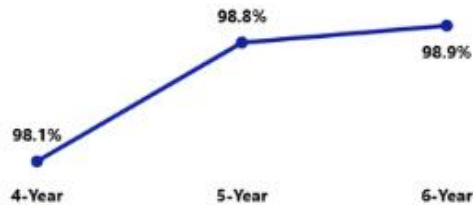
Meets



Masters



Graduation Rate



School #1 Dropdown

Search By: School Name, School # or District Name

DRS REED - MOCK EL \ PHARR-SAN JUAN-ALAMO ISD ...

A

Accountability

Student Achievement

B

School Progress

A

Academic Growth

B

Relative Performance

A

Closing the Gaps

B

STAAR Performance

Approaches



Meets



Masters



Texas Education Agency

2026 Accountability Rating Overall Summary
DRS REED - MOCK EL (108909122) - 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		90	A	
Student Achievement		86	B	0%
STAAR Performance	57	86		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	70%
Academic Growth	71	80	B	
Relative Performance (Eco Dis: 96.5%)		91	A	✓
Closing the Gaps	71	88	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

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Accountability Listing

Texas Education Agency



2026 A-F Accountability Campus Listing DRS REED - MOCK EL (108909122) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026

Campus #	District/Campus Name	School Type	Grades Served	Paired	Students	Alt Ed	Eco Dis	Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps		Support Label
								Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	
	PHARR-SAN JUAN-ALAMO ISD				29,043	No	94.4%	A	90	B	84	B	83	A	90	A	90	
108909113	AIDA C ESCOBAR EL	Elementary	PK - 05	No	718	No	87.7%	A	92	A	91	A	90	A	92	A	92	
108909112	ALFRED SORENSEN EL	Elementary	PK - 05	No	557	No	92.1%	A	90	B	80	B	82	B	89	A	92	
108909130	ALLEN & WILLIAM ARNOLD EL	Elementary	PK - 05	No	691	No	91.6%	A	90	B	88	B	86	A	91	B	88	
108909118	AMANDA GARZA-PENA EL	Elementary	PK - 05	No	535	No	93.6%	A	91	B	88	A	91	A	91	A	90	
108909120	ARNOLDO CANTU SR EL	Elementary	PK - 05	No	570	No	92.3%	B	88	C	78	B	83	B	87	A	90	
108909126	AUGUSTO GUERRA EL	Elementary	EE - 05	No	717	No	98.9%	A	91	B	83	A	90	A	90	A	92	
108909136	BERTA S PALACIOS EL	Elementary	PK - 05	No	465	No	99.6%	A	91	B	86	B	88	A	91	A	92	
108909138	BUCKNER BUILDING BLOCKS ACADEMY	Elementary	PK - PK	Yes	70	No	88.6%	A	92	Not Rated		Not Rated		Not Rated		Not Rated		
108909128	CARMEN ANAYA EL	Elementary	PK - 05	No	390	No	96.7%	A	92	B	89	A	92	A	91	A	92	
108909123	CESAR CHAVEZ EL	Elementary	PK - 05	No	408	No	98.0%	A	97	A	92	A	97	A	93	A	96	
108909116	DANIEL RAMIREZ EL	Elementary	PK - 05	No	452	No	96.5%	B	81	C	74	C	70	B	83	C	76	
108909124	DR WILLIAM LONG EL	Elementary	PK - 05	No	780	No	99.1%	B	84	C	77	C	76	B	86	B	80	
108909122	DRS REED - MOCK EL	Elementary	PK - 05	No	486	No	96.5%	A	90	B	86	B	80	A	91	B	88	
108909119	EDITH & ETHEL CARMAN EL	Elementary	PK - 05	No	729	No	82.0%	B	87	C	78	B	83	B	86	A	90	
108909107	GERALDINE PALMER EL	Elementary	EE - 05	No	646	No	86.1%	B	89	C	79	B	83	B	88	A	90	
108909127	GRACIELA GARCIA EL	Elementary	PK - 05	No	384	No	96.9%	A	93	A	91	A	93	A	92	A	92	
108909108	HENRY FORD EL	Elementary	PK - 05	No	586	No	98.8%	B	88	C	79	B	83	B	89	B	86	
108909106	JOHN DOEDYNS EL	Elementary	PK - 05	No	387	No	94.6%	B	89	C	78	B	86	B	88	A	92	
108909101	JOHN MCKEEVER EL	Elementary	PK - 05	No	655	No	94.7%	B	86	C	77	C	78	B	87	B	83	
108909117	KELLY-PHARR EL	Elementary	PK - 05	No	516	No	93.6%	B	87	C	76	B	82	B	85	A	92	
108909134	MARCIA R GARZA	Elementary	PK - 05	No	524	No	99.2%	A	91	B	86	B	85	A	91	A	92	
108909137	PSJA ALAMO BUILDING BLOCKS ACADEMY	Elementary	PK - 01	Yes	148	No	77.7%	A	93	Not Rated		Not Rated		Not Rated		Not Rated		
108909131	PSJA EARLY START	Elementary	PK - PK	Yes	459	No	91.1%	A	92	Not Rated		Not Rated		Not Rated		Not Rated		
108909135	PSJA SOTOMAYOR BUILDING BLOCKS ACADEMY	Elementary	PK - 01	Yes	188	No	81.9%	A	93	Not Rated		Not Rated		Not Rated		Not Rated		
108909115	RAUL LONGORIA EL	Elementary	PK - 05	No	567	No	95.2%	A	91	B	85	B	87	A	91	A	90	
108909121	SANTOS LIVAS EL	Elementary	PK - 05	No	465	No	91.0%	A	90	B	83	B	85	A	90	A	90	
108909129	SGT LEONEL TREVIÑO EL	Elementary	PK - 05	No	393	No	98.2%	B	80	C	72	C	75	B	81	C	77	
108909125	VIDA N CLOVER EL	Elementary	PK - 05	No	374	No	96.3%	B	89	C	78	B	80	B	88	A	92	
108909110	ZEFERINO FARIAS EL	Elementary	PK - 05	No	485	No	97.1%	A	91	C	78	A	90	B	88	A	92	

2025-2026 STAAR EARLY RESULTS
PRELIMINARY ACCOUNTABILITY PROJECTIONS
DOMAIN 1 – CLOSING THE GAPS
as of June 9, 2026

	3-5 Enrollment	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	5740	81	84	88	88	88	61.3	87	26.2	88	B
Anaya Elementary	147	88	92	91	92	92	64.4	91	27.3	92	A
Arnold Elementary	327	86	86	91	91	91	63.7	88	26.4	90	A
Cantu Elementary	239	77	83	86	86	86	60.2	90	27.0	87	B
Carman Elementary	285	77	83	86	86	86	60.2	90	27.0	87	B
Chavez Elementary	168	92	96	93	96	96	67.2	95	28.5	96	A
Clover Elementary	190	77	79	87	87	87	60.9	91	27.3	88	B
Doedyns Elementary	179	77	86	85	86	86	60.2	91	27.3	88	B
Dr Long Elementary	340	75	76	85	85	85	59.5	77	23.1	83	B
Escobar Elementary	271	90	89	91	91	91	63.7	90	27.0	91	A
Farias Elementary	195	77	90	84	90	90	63	91	27.3	90	A
Ford Elementary	245	77	83	86	86	86	60.2	85	25.5	86	B
Garcia Elementary	165	90	93	92	93	93	65.1	91	27.3	92	A
Garza Elementary	205	85	83	90	90	90	63	91	27.3	90	A
Garza-Pena Elementary	240	86	90	90	90	90	63	90	27.0	90	A
Guerra Elementary	264	82	89	90	90	90	63	91	27.3	90	A
Kelly-Pharr Elementary	252	75	82	84	84	84	58.8	91	27.3	86	B
Livas Elementary	204	80	83	87	87	87	60.9	85	25.5	86	B
Longoria Elementary	237	83	86	90	90	90	63	90	27.0	90	A
McKeever Elementary	273	76	76	84	84	84	58.8	82	24.6	83	B
Palacios Elementary	179	85	89	91	91	91	63.7	91	27.3	91	A
Palmer Elementary	255	78	83	87	87	87	60.9	85	25.5	86	B
Ramirez Elementary	188	72	71	81	81	81	56.7	76	22.8	80	B
Reed-Mock Elementary	223	84	78	90	90	90	63	79	23.7	87	B
Sorensen Elementary	290	79	82	89	89	89	62.3	91	27.3	90	A
Trevino Elementary	179	71	75	80	80	80	56	76	22.8	79	C

2025-2026 STAAR EARLY RESULTS

PRELIMINARY ACCOUNTABILITY PROJECTIONS

DOMAIN 2A –STUDENT GROWTH

as of June 9, 2026

	ANNUAL GROWTH						Raw Score	Scale Score	Letter Grade
	# of Tests	# of students				Earned Points			
		0	0.5	1	0.25				
PSJA ISD	7377	1752	599	5026	769	5517.75	75	85	B
Reed-Mock Elementary	302	87	27	188	33	209.75	69	78	C
Grade 4 Mathematics	1773	348	135	1290	217	1411.75	80	90	
Grade 4 Reading	1778	439	146	1193	190	1313.5	74	83	
Grade 5 Mathematics	1911	480	169	1262	261	1411.75	74	83	
Grade 5 Reading	1914	484	149	1281	101	1380.75	72	81	

2025-2026 STAAR EARLY RESULTS

PRELIMINARY ACCOUNTABILITY PROJECTIONS

DOMAIN 1-STUDENT ACHIEVEMENT

as of June 9, 2026

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score	Letter Grade
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	12850	9878	77%	6933	54%	3498	27%	53	80	B
Reed-Mock Elementary	507	404	80%	304	60%	138	27%	56	84	B
Grade 3 Mathematics	1725	1201	70%	843	49%	426	25%	48	76	
Grade 3 Reading	1726	1300	75%	915	53%	446	26%	51	78	
Grade 4 Mathematics	1818	1378	76%	1098	60%	611	34%	57	86	
Grade 4 Reading	1819	1462	80%	1032	57%	489	27%	55	83	
Grade 5 Mathematics	1937	1621	84%	1099	57%	465	24%	55	83	
Grade 5 Reading	1941	1572	81%	1172	60%	704	36%	59	89	
Grade 5 Science** 2025 Cut Points	1884	1344	71%	774	41%	357	19%	44	72	

2025-2026 STAAR EARLY RESULTS

PRELIMINARY ACCOUNTABILITY PROJECTIONS

DOMAIN 3 -RELATIVE PERFORMANCE

as of June 9, 2026

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score
		Met Std	% Points	Met Std	% Points	Met Std	% Points		
PSJA ISD	12900	9897	77%	6801	53%	3373	26%	52	89
Reed-Mock Elementary	495	395	80%	286	58%	126	25%	54	90
Grade 3 Mathematics	1725	1201	70%	843	49%	426	25%	48	85
Grade 3 Reading	1726	1300	75%	915	53%	446	26%	51	88
Grade 4 Mathematics	1818	1378	76%	1098	60%	611	34%	57	91
Grade 4 Reading	1819	1462	80%	1032	57%	489	27%	55	90
Grade 5 Mathematics	1937	1621	84%	1099	57%	465	24%	55	90
Grade 5 Reading	1941	1572	81%	1172	60%	704	36%	59	91
Grade 5 Science	1934	1363	70%	642	33%	232	12%	38	73

Identification of Schools

Texas Education Agency 2026 Identification of Schools for Improvement DRS REED - MOCK EL (108909122) - 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	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	0	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	0	0	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	0	0	-	0
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	2	-	-	-	-	-	3	1	0	-	2
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									4			

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 DRS REED - MOCK EL (108909122) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	215	216	76	-	507	
Approaches GL or Above	174	177	62	-	413	81%
Meets GL or Above	120	142	47	-	309	61%
Masters GL	59	65	27	-	151	30%
Total Percentage Points						172%
Component Score						57

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
DRS REED - MOCK EL (108909122) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
* Confidential *

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
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	81%	80%	100%	100%	79%	80%	48%	100%	80%	85%	100%	-	-	100%
At Meets GL Standard or Above	56%	56%	50%	89%	55%	57%	19%	50%	54%	68%	40%	-	-	40%
At Masters GL Standard	27%	27%	30%	67%	31%	32%	10%	50%	27%	32%	40%	-	-	40%
Number of Tests														
At Approaches GL Standard or Above	174	164	10	18	66	70	20	2	145	29	5	-	-	5
At Meets GL Standard or Above	120	115	5	16	46	50	8	1	97	23	2	-	-	2
At Masters GL Standard	59	56	3	12	26	28	4	1	48	11	2	-	-	2
Total Tests	215	205	10	18	84	88	42	2	181	34	5	-	-	5
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	82%	82%	80%	100%	83%	84%	53%	100%	83%	76%	80%	-	-	80%
At Meets GL Standard or Above	66%	66%	70%	100%	68%	68%	35%	100%	66%	65%	60%	-	-	60%
At Masters GL Standard	30%	29%	50%	72%	31%	31%	16%	50%	30%	29%	40%	-	-	40%
Number of Tests														
At Approaches GL Standard or Above	177	169	8	18	70	74	23	2	151	26	4	-	-	4
At Meets GL Standard or Above	142	135	7	18	57	60	15	2	120	22	3	-	-	3
At Masters GL Standard	65	60	5	13	26	27	7	1	55	10	2	-	-	2
Total Tests	216	206	10	18	84	88	43	2	182	34	5	-	-	5
Science														
Percent of Tests														
At Approaches GL Standard or Above	82%	82%	67%	100%	77%	78%	60%	100%	81%	83%	100%	-	-	100%
At Meets GL Standard or Above	62%	62%	67%	71%	52%	53%	53%	100%	64%	50%	0%	-	-	0%
At Masters GL Standard	36%	34%	67%	43%	19%	22%	40%	0%	38%	25%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	62	60	2	7	24	25	9	1	52	10	1	-	-	1
At Meets GL Standard or Above	47	45	2	5	16	17	8	1	41	6	0	-	-	0
At Masters GL Standard	27	25	2	3	6	7	6	0	24	3	0	-	-	0
Total Tests	76	73	3	7	31	32	15	1	64	12	1	-	-	1

School Progress: Academic Growth

Texas Education Agency

2026 Relative Performance

DRS REED - MOCK EL (108909122) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	96.5%	57	91
College, Career, and Military Readiness			
Relative Performance			91

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

DRS REED - MOCK EL (108909122) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	96.5%	57	91
College, Career, and Military Readiness			
Relative Performance			91

School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

DRS REED - MOCK EL (108909122) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	15	24	62.5	50.0%	31.3
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					71

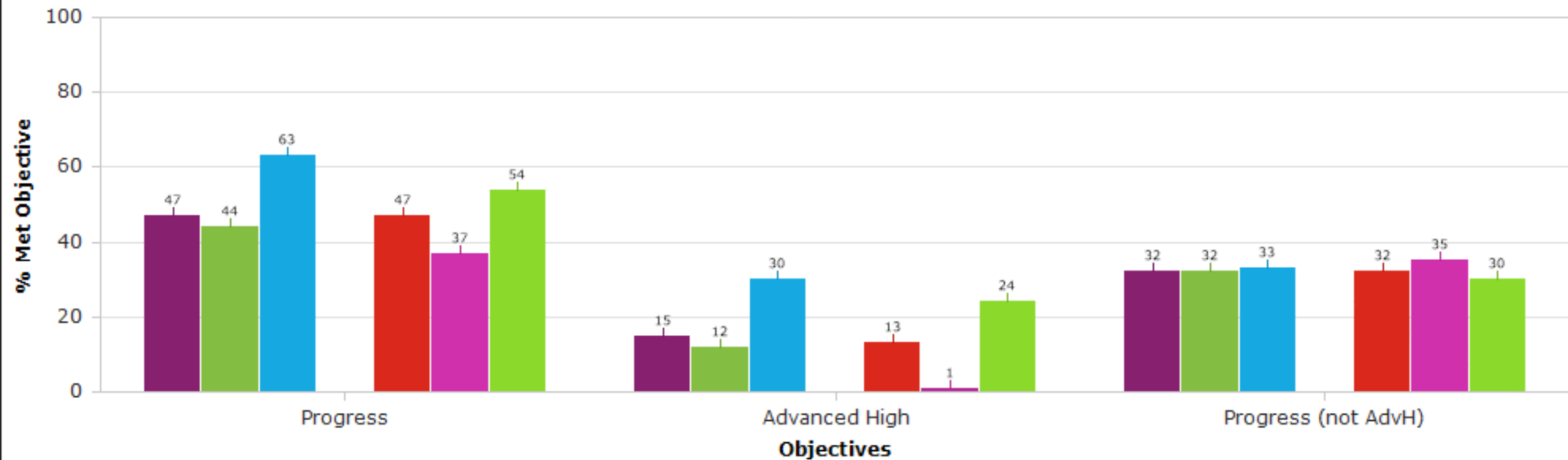
School Progress: Closing the Gaps: TELPAS Performance

TELPAS Yearly Achievement Summary for DRS REED - MOCK EL

Grade: All Administration: 2026 Source: Admin

Years in U.S. Schools	# Tested	# of Matched Students	Progress $\geq$ 1 Level		Advanced High Rating		Progress $\geq$ 1 (not AdvH)	
			#	%	#	%	#	%
K,F,S,1,2,3,4,5,6+	140	137	65	47%	21	15%	44	32%
1-4	113	110	48	44%	13	12%	35	32%
5-6+	27	27	17	63%	8	30%	9	33%
Unknown	25	0	0	0%	0	0%	0	0%
All	165	137	65	47%	21	13%	44	32%
All - Grade K thru 2	82	54	20	37%	1	1%	19	35%
All - Grade 3 thru 12	83	83	45	54%	20	24%	25	30%

* A student is matched if the current year record can be matched to a previous year record.



School Progress: Closing the Gaps Kinder Readiness

Kinder - PRELIMINARY STATEWIDE READINESS 2025-2026											State: 51% District: 48.8%				
TX-KEA ENGLISH							TX-KEA SPANISH						2025	Preliminary 2026	2027 GOAL
Campus	Total Tested	SUPPORT		ON-TRACK			Campus	Total Tested	SUPPORT		ON-TRACK		Sept. 2024 (BOY)	Sept. 2025 (BOY)	Sept. 2026 (BOY)
		Count	%	Count	%						Kinder Readiness	Kinder Readiness	Kinder Readiness		
Cantu	50	16	32%	34	68%		Cantu	22	7	32%	15	68%	46.7%	68%	80%
Chavez	18	8	44%	10	56%		Chavez	22	4	18%	17	77%	58.9%	68%	80%
Ford	49	16	33%	33	67%		Ford	23	14	61%	9	39%	24.7%	58%	73%
Garza	37	19	51%	18	49%		Garza	39	11	28%	28	72%	39.7%	61%	76%
Guerra	51	34	67%	17	33%		Guerra	52	32	62%	20	38%	37.1%	36%	51%
Longoria	40	25	63%	14	35%		Longoria	29	15	52%	14	48%	46.7%	41%	56%
Palacios	24	10	42%	14	58%		Palacios	30	7	23%	23	77%	67.9%	69%	84%
Palmer	42	14	33%	28	67%		Palmer	30	11	37%	18	60%	50.6%	64%	79%
Reed-Mock	37	19	51%	18	49%		Reed-Mock	16	10	63%	6	38%	24.7%	45%	60%

School Progress: Closing the Gaps Continuation

	Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	0		3					
2026 % at Meets GL Standard or Above	56%	56%	50%	89%	55%	57%	19%	50%	54%	68%	40%	-	-	40%
2026 # at Meets GL Standard or Above	120	115	5	16	46	50	8	1	97	23	2	-	-	2
2026 Total Tests (Adjusted)	215	205	10	18	84	88	42	2	181	34	5	-	-	5
2025 % at Meets GL Standard or Above	54%	54%	-	91%	57%	58%	30%	-	51%	66%	-	-	-	100%
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	66%	66%	70%	100%	68%	68%	35%	100%	66%	65%	60%	-	-	60%
2026 # at Meets GL Standard or Above	142	135	7	18	57	60	15	2	120	22	3	-	-	3
2026 Total Tests (Adjusted)	216	206	10	18	84	88	43	2	182	34	5	-	-	5
2025 % at Meets GL Standard or Above	48%	48%	-	73%	46%	49%	32%	-	44%	64%	-	-	-	67%
Academic Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	0	3				0	0		0					
2026 Academic Growth Score	63%	61%	105%	85%	55%	58%	44%	100%	63%	62%	33%	-	-	33%
2026 Growth Points	94.25	89.00	5.25	11.00	33.50	37.50	14.50	1.00	78.25	16.00	1.00	-	-	1.00
2026 Total Tests	150	145	5	13	61	65	33	1	124	26	3	-	-	3

Comprehensive Needs Assessments

Demographics

Demographics Summary

Special Education:

The following accountability sources were used to review the Special Education data by the Campus Site-Based Decision-Making Committee (SBDM): State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

Align student goals and objectives outlined in IEP with TEKS being assessed on STAAR, STAAR Online, STAAR-Alt 2, TELPAS and TELPAS-ALT.

Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively. Resource teachers will work collaboratively with homeroom teachers to ensure IEP implementation.

Emergent Bilinguals (EB):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the SBDM Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System

(PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The BE/DL Department was very involved in the curriculum writing and revision for grades K-5 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program.

GOAL AREA 1: Student Achievement

Areas Reviewed: Student Performance

Strengths

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state- assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Lesson internalization of district training along with follow-ups during Teacher Collaborative Learning Community (TCLC).
- 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 and phonics materials 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.
- Learning Walks from district leaders and campus leaders to enhance instruction by using rubrics and observational feedback.

Challenges

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

- The All-Student Group in ELA/Reading (Spanish) at Meets Grade Level Standard or Above was at 52%.
- High Focus Student Group (ECD) in ELA/Reading at Meets Grade Level Standard or Above was at 52%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 55%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 19%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor through progress monitoring.
- Cross curricular writing must be done at all grade levels including analyzing the writing during TCLC.
- 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 46%.
- High Focus Student Group (ECD) in Mathematics at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 21%.

Goal Area 1: Student Achievement

Annual Goal 1: In 2027 STAAR, Drs. Reed and Mock Elementary will attain a scale score of 85% on 4th and 5th grade reading domain II part A.

Objective 1: By May 2027, fourth-grade students will increase from 65% to 90% and fifth-grade students will increase from 66% to 90% meeting the Approaches Grade Level standard on the STAAR Reading assessment, as measured by the 2027 STAAR administration, through evidence-based instructional practices, targeted interventions, and continuous data-driven instructional adjustments.

Strategy 1: Provide lesson internalization PD for all teachers during TCLCs. Use Student Profile Sheets to track reading progress. Implement small groups, differentiated instruction including Blended Learning.

Timeline: June 2026- June 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Teachers

Action Steps:

- 1) Implement standards-aligned reading instruction daily using the district curriculum with fidelity.
- 2) Conduct data meetings every three weeks to analyze formative/summative assessment and adjust instruction.
- 3) Provide small-group interventions for students performing below grade level, using targeted reading resources.
- 4.) Provide instructional tutoring in Math, Reading, and Science for students not meeting on level performances.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
SAAVAS Teachers notes STAAR Released Tests for practice and analysis i-Ready Reading lessons and diagnostics Progress monitoring tools (DMAC, or district-selected data platforms) Professional development on reading content and strategies	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents Lesson Internalization DMAC data, Tutorial/Intervention	BM1 and BM2 scores show increases in student achievement and student performance growth STAR Reports, I-ready, BOY, CBA, BM1, BM2 and STAAR	Formative assessments Benchmarks [BMs] STAAR/TELPAS Results Driven Accountability IReady Diagnostic Student Growth Measures [SGM] Pre/Post Test

Goal Area 1: Student Achievement

Strategy 2: Provide targeted small-group instruction during Tier 1 focused on building reading comprehension and conceptual understanding through modeling, hands-on activities, and visual aids to support student participation and allow for immediate feedback.

Timeline: September 2026 - May 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, Assistant principal, CLL

Action Steps:

- 1) Plan and deliver small-group lessons using hands-on activities, visual aids, and modeling to reinforce math vocabulary and concepts.
- 2) Monitor student understanding during small groups and provide immediate feedback to address misconceptions.
- 3) Adjust instruction based on data from formative assessments and observations to ensure all students are progressing toward grade-level standards.
- 4.) Hire a certified reading tutor to provide targeted, evidence-based intervention and individualized support for students who are not yet demonstrating grade-level reading fluency and proficiency.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
SAAVAS Curriculum Materials (lesson plans, pacing guides, TEKS-aligned activities) Visual aids and anchor charts for key vocabulary and concepts Formative assessment tools (exit tickets, quick checks, i-Ready reading diagnostics)	Student participation records Attendance and engagement data Observation notes	Lesson plans and teacher notes Formative assessment data Progress monitoring reports Student work samples	Ongoing formative assessments Progress monitoring reports Teacher observations and anecdotal notes Data meetings

Goal Area 1: Student Achievement

Strategy 3: Monitor student progress in i-Ready by tracking lesson completion rates, mastery percentages, time spent on lessons, and assessment scores to inform instruction and provide targeted support.

Timeline: August 2026 - June 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Review i-Ready data weekly to track lesson completion rates, mastery percentages, and time spent on lessons for each student.
- 2) Identify students needing targeted support based on assessment scores and mastery data and provide small-group or individual interventions.
- 3) Adjust instruction and assign appropriate i-Ready lessons based on data trends to ensure all students progress toward grade-level standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
i-Ready Reading platform Teacher guides and reports Data tracking tools Professional development Weekly Reports	i-Ready reports Lessons completed Observation notes Data Reports	Increased student mastery percentages Improved assessment scores Higher lesson completion rates Reduction in the number of students performing below grade level	Weekly review of i-Ready data Teacher observations and anecdotal notes Data meetings Student self-reflections or goal-setting logs

Annual Goal 1: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least a 15% increase is achieved in the Academic Achievement component for Kindergarten Readiness, moving from 45% to at least 60% by the end of the 2026-2027 school year.

Objective 1: By May 2027, at least 60% of Pre-K and Kindergarten students in all identified student groups will demonstrate mastery of foundational literacy and numeracy skills, as measured by district BOY, MOY, and EOY assessments.

Strategy 1: Provide small-group, evidence-based literacy instruction three times per week using phonemic awareness, phonics, and vocabulary-building activities.

Timeline: September 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, CLL, Teachers

Action Steps:

- 1) Identify Students-Review assessment data to determine which students are below grade level in reading.
- 2) Group Students by Need-create flexible small groups based on specific skill deficits
- 3) Provide Intervention Sessions-Deliver small-group instruction at least 3 times a week

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mosaic Program Magnetic District Curriculum i-Ready Phonics Digital & Online Resources Professional Support	Lesson Plans i-Ready usage reports Progress monitoring data Intervention logs Walkthrough or observation notes	Increase in kindergarten readiness performance Growth in i-Ready diagnostic scores Improved phonics assessment scores	Assessment & Progress Monitoring Tools Monthly review i-Ready growth reports Bi-weekly phonics/letter-sound fluency checks Progress monitoring data from district benchmarks

Goal Area 2: Closing the Achievement Gap

Strategy 2: Provide targeted internalization support through collaboration with the CLL, Reading Coach, focusing on strengthening teacher capacity to deliver high-quality phonemic awareness instruction.

Timeline: September 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/CLL/Teachers

Action Steps:

- 1) Collaborate with CLL Reading Coach –Schedule bi-weekly planning sessions to review student data.
- 2) Implement Small-Group Interventions-Conduct targeted phonemic awareness sessions to identified pre-K and Kindergarten students at least 3 times per week.
- 3) Monitor Student Progress-Use formative assessment

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
CLL & Reading Coach Phonemic Awareness Program (mosaic) District Curriculum Materials Assessment Tools Digital Resources Professional Learning/Coaching Resources	Lesson plans Logs of intervention Coaching notes Student work samples Observation notes or walkthroughs	Increase in phonemic awareness mastery Growth in the percentage of students meeting or exceeding literacy benchmarks Improvement in kindergarten readiness performance	EOY Assessments Weekly Assessment i-Ready assessments Monthly review of intervention logs Progress Monitoring

Strategy 3: Group students by reading level and design targeted, differentiated lessons for each group. Incorporate the Mosaic/Magnetic program to provide structured literacy support and integrate relevant professional development opportunities for teachers to strengthen instructional practices and address individual student needs.

Timeline: September 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs, Reading Coach

Action Steps:

- 1) Group Students by Reading Level-Use assessment data to identify student reading levels and create flexible groups.
- 2) Plan and Deliver Targeted Lessons-Design differentiated lessons for each group incorporating the Mosaic/Magnetic program and evidence-based literacy strategies.
- 3) Provide Teacher Support and PD-Offer professional development opportunities and coaching to ensure students are effectively implementing differentiated instruction and using the Mosaic/Magnetic program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mosaic/Magnetic Program District Curriculum Materials Assessment Tools Professional Development Opportunities Digital Resources	Lesson Plans Small-group intervention logs Assessment data Teacher professional development records	Increase in the percentage of students meeting or exceeding grade-level benchmarks Growth in i-Ready Improved overall kindergarten readiness and early literacy outcomes	EOY Assessment Bi-weekly progress monitoring Monthly review of small-group logs Classroom observations and walkthroughs Mid-year assessments

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal 1: By May 2027, Drs. Reed & Mock Elementary will increase student attendance to meet the district goal of 95%.

Objective 1: By May 2027, at least 90% of students at Drs. Reed & Mock will maintain an individual attendance rate of 95% or higher, as measured by the district attendance records, through implementation of targeted interventions and monitoring.

Strategy 1: Implement a schoolwide attendance incentive program, including class rewards, parent engagement activities, and timely communication with families to encourage daily attendance.

Timeline: September 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Develop and Launch Incentive Program-Create schoolwide attendance reward system including weekly or monthly recognition for classes and individual students with exemplary attendance.
- 2) Monitor and Communicate Attendance Data-Track daily and weekly attendance using the school's system and share timely reports with teacher, students, and families to celebrate successes and address pattern of absenteeism.
- 3) Engage families- Organize parent workshops, send newsletters, and provide regular updates through calls or text to inform families about the importance of daily attendance and the incentive program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Student Information System Attendance Incentive Materials Parent Communication Tools Staff Support	Attendance logs and reports Documentation of incentive program activities Parent communication records Workshop or family engagement attendance records	Increase in the percentage of student meeting the district attendance goal of 95% Year-end reports showing that schoolwide attendance rates meet or exceed the district target	Weekly and monthly attendance reports Review of incentive program participation Regular staff meeting Parent feedback and engagement tracking

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Strategy 2: Establish a monthly attendance recognition program for students and classes demonstrating perfect or improved attendance.

Timeline: September 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/CLL/Teachers

Action Steps:

- 1) Develop Recognition Criteria-Define what qualities as perfect or improved attendance for students and classes each month.
- 2) Organize Monthly Assemblies-Plan and conduct monthly school assemblies to publicly acknowledge students and classes meeting the attendance criteria
- 3) Distribute Awards and Certificates-Prepare and give certificates, small rewards, and other recognition items during assemblies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Certificate, trophies, small prizes School announcement system and assembly space for public recognition Attendance data from the Student Information system to identify qualifying students and classes	Attendance records Photos & videos Logs of awards Staff meeting notes	Increase in the percentage of students with perfect or improved attendance each month Year-end attendance reports showing improvement	Monthly review of attendance data Teacher and staff feedback on student engagement Surveys or informal feedback

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Strategy 3: Implement regular parent communication and engagement about the importance of daily attendance through newsletters, phone calls, and parent meetings, providing resources to support consistent school attendance.

Timeline: September 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs, Reading Coach

Action Steps:

- 1) Send monthly newsletters highlighting the importance of daily attendance and sharing tips for families to support consistent attendance.
- 2) Conduct parent phone calls or conferences for students with frequent absences to provide support and problem-solving strategies.
- 3) Host parent workshops or meetings each semester to discuss the impact of attendance on student success and share community resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Communication Platforms (ClassDojo, Reminds, Newsletter, etc...) Parent contact logs and phone call scripts Professional development for staff on effective parent communication strategies	Documentation of parent phone calls and meetings Attendance workshop sign-in sheets and agendas Copies of newsletters and communication logs	Improved student daily attendance rates Fewer early dismissals and tardies reported. Improved parent participation/attendance at school events and meetings.	Track attendance rates weekly and identify patterns or trends. Monitor the number and frequency of newsletters, phone calls, and meetings conducted. Collect parent sign-in sheets and participation records from meetings.

Goal Area 4: Language Proficiency (TELPAS/EBs)

Annual Goal 1: By 2027, Drs. Reed & Mock Elementary will achieve a 50% TELPAS composite score, demonstrating significant growth in English language proficiency.

Objective 1: By the end of each school year leading up to 2027, at least 55% of Emergent Bilingual students will demonstrate annual progress of one or more proficiency levels in at least one TELPAS domain (listening, speaking, reading, or writing), ensuring steady growth toward the 50% TELPAS composite goal.

Strategy 1: During TCLC sessions, teachers will analyze and graph their students' TELPAS domain scores to identify strengths and areas of need, then develop targeted action plans that include differentiated instructional strategies, progress monitoring, and language supports to accelerate English language proficiency.

Timeline: September 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Teachers will review TELPAS domain score reports and graph individual student progress during each TCLC session.
- 2) Grade-level teams will create action plans that outline specific instructional strategies and interventions aligned to student language needs (listening, speaking, reading, writing).
- 3) Teachers will implement action plans and monitor student progress every six weeks, adjusting strategies as needed based on formative data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TELPAS domain score reports Summit K-12 Platform TCLC time for teacher collaboration District English Learner (EL) instructional frameworks and guides. TELPAS Academies	Summit K-12 student usage reports and teacher lesson assignments Student TELPAS graphs maintained by teachers Completed action plans for each grade level	Increased percentage of students progressing at least one proficiency level annually in TELPAS Growth in TELPAS composite scores toward the 50% goal Higher student proficiency in practice activities on Summit K-12	Review TELPAS graphs and action plans during TCLC every six weeks Analyze interim data (unit assessments, reading/writing samples, language rubrics) for EB progress Monitor implementation through classroom walkthroughs and coaching feedback

Goal Area 4: Language Proficiency (TELPAS/EBs)

Strategy 2: Students will complete targeted TELPAS practice activities in Summit K-12, and teachers will guide them to create journals to document and reflect on their writing practice. This approach reinforces language development, strengthens writing skills, and promotes self-reflection on English proficiency growth.

Timeline: September 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/CLL/Teachers

Action Steps:

- 1) Teachers will assign domain-specific TELPAS practice activities in Summit K-12 aligned to individual student needs.
- 2) Students will maintain journals to document their writing practice, reflections, and progress after each activity.
- 3) Teachers will review journals regularly to provide feedback, monitor growth, and adjust instruction based on student reflections and Summit K-12 performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Summit K-12 platform for TELPAS practice activities Student journals or digital journal tools	Student completion records and activity reports from Summit K-12	Increased student engagement in writing and TELPAS practice	Review Summit K-12 completion reports weekly to monitor student participation
TELPAS score reports for goal alignment	Student journals with documented writing and reflection entries	Growth in student writing skills, as reflected in journals and classroom assessments	Check student journals every 2–3 weeks to track writing growth and reflection quality
Teacher guides for writing and reflection strategies	Teacher feedback logs on journal entries	Improvement in TELPAS domain scores (writing, reading, speaking)	Use short formative assessments to measure mastery of targeted language skills

Goal Area 4: Language Proficiency (TELPAS/EBs)

Strategy 3: Teachers will conduct individual conferences with students to review current TELPAS proficiency levels, set personalized language goals, and develop action plans targeting growth in listening, speaking, reading, and writing. These conferences will empower students to take ownership of their language development and provide teachers with actionable insights for differentiated instruction.

Timeline: September 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs, Reading Coach

Action Steps:

- 1) Schedule individual conferences with each student to review TELPAS scores and discuss strengths and areas for growth.
- 2) Collaboratively set specific, measurable TELPAS goals for each student in listening, speaking, reading, and writing.
- 3) Follow up on goals regularly through check-ins, reviewing student progress, and adjusting action plans as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TELPAS domain score reports Student progress trackers or goal-setting forms Summit K-12 or other practice platforms for targeted skill development	Conference schedule and sign-in sheets Completed student goal setting and action plan forms Teacher notes from conferences documenting discussion and next steps	Students demonstrating measurable progress in one or more TELPAS domains Increased student engagement and ownership of language learning Improvement in TELPAS composite scores toward the SIP goal	Monitor student progress toward goals through ongoing assessments and classroom work Review completed action plans and update them during TCLC sessions as needed Track changes in TELPAS domain scores and adjust instructional focus every six weeks

ADDENDUM:

2026-2027 Parent & Family Engagement Policy (PFE)	
What is it?	Drs. Reed and Mock Elementary is committed to our vision: Our vision for Drs. Reed & Mock Elementary School is one where children are educated through a collaborative effort among parents, faculty, students, and the community. Our school environment encourages children to become future leaders and to take risks in becoming creative producers without fear of failure. As a PSJA family, we strive to provide high-quality education individualized for each

	student by developing and education with families and the community. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's need.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home–school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that parent educators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
How to be Involved	Parents are invited to become parent volunteers by completing volunteer forms and attending an orientation. They, along with parents that are not volunteers, are invited to family training and activities. A variety of media tools are used to invite parents to meetings including but not limited to, personal phone calls, class dojo, mass messenger, personal invite, etc.

Family Trainings/Activities	Family 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. • <i>Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027)</i> • <i>Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027)</i> • <i>REACH Values (August 2026 – May 2027)</i> • <i>REACH Student of the Month Parade (August 2026 – May 2027)</i> • <i>Literacy Night (September 2026 – May 2027)</i> • <i>Halloween Trunk/Treat Family Night (October 2026)</i> • <i>Red Ribbon Parade (October 2026)</i> • <i>National Parent Involvement Day (November 2026)</i> • <i>Christmas Posada Family Event (December 2026)</i> • <i>Mother and Son Dance (May 2026)</i> • <i>Father and Daughter Dance (May 2026)</i> • <i>Title I Campus Meetings (September 2026)</i> • <i>Campus Policy Campus Meetings</i> • <i>Campus Compact Meetings</i> • <i>Campus Plan Feedback Meetings</i> • <i>Attendance Meetings</i> • <i>Curriculum Meetings</i> • <i>Understanding Assessment Meetings</i>
Curriculum	Drs. Reed and Mock Elementary utilizes high-quality curriculum that supports student success. • <i>TEKS (Texas Essential Knowledge and Skills) Resource System</i> • <i>Summit K-12</i> • <i>Bluebonnet Math Curriculum</i> • <i>Beanstack</i> • <i>Vocaroo</i> • <i>SAVVAS Reading and Math</i> • <i>I-Ready</i>

Forms of Academic Assessments	Drs. Reed and Mock Elementary has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via the same assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/taar/taarperformance-standards Drs. Reed and Mock Elementary tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. Drs. Reed and Mock Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	• Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. • Implement lessons and activities aligned with	• Provide a dedicated learning space at home for studying, completing homework, and using technology. • Support their child's learning through ongoing dialogue,	• Be open to new ideas and learn from others. • Attend school daily and be punctual. • Behave responsibly and	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: • The PSJA District Website, Parent Website, and

	<i>sustainability goals.</i> • 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,	<i>homework assistance, and active listening.</i> • 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.	<i>follow all school rules.</i> • 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.	<i>Campus Websites</i> • 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
<i>We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!</i> <i>This policy is also available in Spanish. (Esta política también está disponible en español.)</i>				