



Campus Improvement Plan

Alfred Sorensen Elementary

2026-2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System: PSJA ISD



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2025-2026 ALFRED SORENSEN ELEMENTARY



Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020, by the PSJA School Board of Trustees

Vision

Sorensen Elementary School expects to develop knowledgeable and high achieving students through quality instructional programs that inspire students and staff members to become life-long learners, productive in our community as responsible and independent citizens. Sorensen will work with students, parents, the Board of Education, and Central Office Administrative Staff to cultivate every child's desire to learn and achieve by providing an exceptional academic environment, state-of-the-art technology and a challenging curriculum that endows all learners to imagine, believe, learn and achieve

Mission

The Mission of Sorensen Elementary School is to provide all students with an exceptional education in a nurturing yet challenging environment that fosters academic success, social development, enthusiasm for education and a life-long quest for knowledge. As a school community, we strive to instill the importance of a well-rounded education with a commitment to preparing our students for a higher education and future leadership. We are dedicated to providing academic and social skills for all students using best teaching practices to provide a quality instructional program that sets the foundation for all future learning. In partnership with school, parents, students and community, we will work together to create an atmosphere of trust, respect, and collaboration.

Texas Accountability System: Alfred Sorensen Elementary



Strategic Direction



Campus Executive Summary

Demographics:

The student body at Alfred Sorensen Elementary is majority Hispanic with the following breakdown of student populations:



Alfred Sorensen Elementary

Report view of PEIMS01 - Campus Special Pops Breakdown Matrix - Specific Date (SNAPSHOT)

Sep 25, 2025

Grade	All Students	Male	Male %	Female	Female %	SPED	SPED %	LEP	LEP %	M1	M1 %	M2	M2 %	M3	M3 %	M4	M4 %	M5	M5 %	Migrant	Migrant %	ECD	ECD %	GT	GT %	CTE	CTE %	At Risk	At Risk %
01	64	36	56.25%	28	43.75%	6	9.38%	22	34.38%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	3.13%	59	92.19%	6	9.38%	0	0.00%	62	96.88%
02	58	29	50.00%	29	50.00%	7	12.07%	19	32.76%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	1.72%	54	93.10%	3	5.17%	0	0.00%	54	93.10%
03	70	41	58.57%	29	41.43%	9	12.86%	26	37.14%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	2.86%	67	95.71%	2	2.86%	0	0.00%	58	82.86%
04	95	52	54.74%	43	45.26%	23	24.21%	33	34.74%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	2.11%	90	94.74%	14	14.74%	0	0.00%	69	72.63%
05	123	68	55.28%	55	44.72%	33	26.83%	40	32.52%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	1.63%	113	91.87%	8	6.50%	0	0.00%	81	65.85%
KG	59	22	37.29%	37	62.71%	1	1.69%	18	30.51%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	1.69%	55	93.22%	0	0.00%	0	0.00%	57	96.61%
P3	38	13	34.21%	25	65.79%	0	0.00%	6	15.79%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	38	100.00%	0	0.00%	0	0.00%	9	23.68%
PK	43	22	51.16%	21	48.84%	4	9.30%	15	34.88%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.33%	40	93.02%	0	0.00%	0	0.00%	39	90.70%
	550	283	51.45%	267	48.55%	83	15.09%	179	32.55%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	11	2.00%	516	93.82%	33	6.00%	0	0.00%	429	78.00%

With the district's proximity to Mexico, 45.60% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Alfred Sorensen Elementary has been rated a "B" District by the state of Texas on the 2025 - 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of 53 and Alfred Sorensen Elementary earned a grade of 80 (B).

In Domain II, School Progress (82) and Relative Performance (89) with an Eco Dis at a 93.82%, Alfred Sorensen Elementary earned a scale score of 89. Domain III, Closing the Gaps Domain, PSJA scale score was a 91.

The overall 2026 Accountability Rating for Alfred Sorensen Elementary was a score of 89 (B). In grades 3-8 all tested STAAR subjects at Alfred Sorensen Elementary administered 641 tests which translates to over 100% participation for the 2025-2026 school year.

Executive Summary Continued

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 54% (60% Reading, 60% Math, & 40% Science) in June 2025 to 60% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by two percentage points by June 2027.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase by 4 percentage points by June 2027.
- The percentage of students who perform at meets grade level or above on STAAR Science will increase by four percentage points by June 2026.

Effective Teaching and Learning

At Alfred Sorensen, high-quality instruction is delivered across all core content areas, with a strong focus on language arts, mathematics, and science.

In language arts, teachers implement the Balanced Literacy approach, emphasizing Reader's and Writer's Workshops and Guided Reading to build foundational literacy and critical thinking skills.

In mathematics, instruction is driven by TEKS-aligned, problem-solving-based strategies that encourage conceptual understanding and real-world application.

In science, students engage in hands-on, inquiry-based learning experiences that promote exploration, discovery, and the development of scientific reasoning.

Alfred Sorensen currently offers ten Dual Language classrooms, which serve English Language Learners (ELLs) at various grade levels: one in grades Pre-K3 to 5th grade.

The mission of our campus is to cultivate a culture of readers and learners among both students and staff. To support this mission, we are expanding classroom libraries to inspire a love of reading and providing targeted professional development and instructional materials to enhance Reading and Writing Workshops.

Summary of Goals

At Alfred Sorensen, our goals are centered around academic excellence, equity, and whole-child development. We are committed to the following targets for the academic year.

Executive Summary Continued

- Increase Student Achievement:
Improve mastery of grade-level TEKS through data-driven, TEKS-aligned instruction. Our goal is to increase the percentage of students performing at the *Meets* or *Masters* level on STAAR by 5–10% across all subject areas and student subgroups.
- Early Literacy and Numeracy (Grades K–2):
Achieve a 5–10% increase in the number of students performing in Tier 1 on the I-Ready Reading and Math assessments.

Alfred Sorensen Elementary Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Giselle Martinez	Principal
Eira Hernandez	Assistant Principal
Sharon Flores	CLL
Liana Garcia	Sp. Education Teacher
Gloria Bustamante-Garza	4 th Grade Teacher
Vanessa Beaz	5 th Grade Teacher
Berta Esquivel	Instructional Coach
Denise Hernandez	Kinder Teacher
Focus Area 2: Student Supports	
Name	Role
Giselle Martinez	Principal
Eira Hernandez	Assistant Principal
Sharon Flores	CLL
Liliana Garcia	Counselor
Denise Arredondo	Sp. Education Teacher
Pamela Cervantes	Sp. Education Teacher
Berta Esquivel	Reading Coach

Focus Area 3: Leadership Growth	
Name	Role
Giselle Martinez	Principal
Eira Hernandez	Assistant Principal
Sharon Flores	CLL
Leslie Perez	Librarian
Vanessa Beaz	5 th Grade Teacher
Anallancy Rubio	4 th Grade Teacher
Focus Area 4: Family & Community Empowerment	
Name	Role
Giselle Martinez	Principal
Eira Hernandez	Assistant Principal
Sharon Flores	CLL
Liliana Garcia	Counselor
Yesica Cienega	Parent Educator

Data Sources Reviewed

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

Campus Overall Summary

Texas Education Agency
2026 Accountability Rating Overall Summary
 ALFRED SORENSEN EL (108909112) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
 * Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		90	A	
Student Achievement		80	B	0%
STAAR Performance	53	80		
College, Career and Military Readiness				
Graduation Rate				
School Progress		89	B	70%
Academic Growth	73	82	B	
Relative Performance (Eco Dis: 92.1%)		89	B	✓
Closing the Gaps	78	92	A	30%

Identification of Schools for Improvement

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

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Retrieved on August 12, 2026 from [Accountability Rating Overall Summary 2026 108909112.pdf](#)

Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 ALFRED SORENSEN EL (108909112) - 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	0	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	0	2	-	0
2025	-	3	-	-	-	-	-	3	3	2	-	3
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	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	3	-	-	-	-	-	3	3	1	-	2
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	0	3	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									0			
2025									4			
2026									4			

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 ALFRED SORENSEN EL (108909112) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	280	279	117	-	676	
Approaches GL or Above	220	213	75	-	508	75%
Meets GL or Above	162	157	47	-	366	54%
Masters GL	88	88	29	-	205	30%
Total Percentage Points						159%
Component Score						53

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 ALFRED SORENSEN EL (108909112) - 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^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	75%	-	75%	-	-	-	-	-	74%
At Meets GL Standard or Above	54%	-	54%	-	-	-	-	-	52%
At Masters GL Standard	30%	-	30%	-	-	-	-	-	29%
Number of Tests									
At Approaches GL Standard or Above	508	-	508	-	-	-	-	-	480
At Meets GL Standard or Above	366	-	366	-	-	-	-	-	339
At Masters GL Standard	205	-	205	-	-	-	-	-	187
Total Tests	676	-	676	-	-	-	-	-	648
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	79%	-	79%	-	-	-	-	-	78%
At Meets GL Standard or Above	58%	-	58%	-	-	-	-	-	56%
At Masters GL Standard	31%	-	31%	-	-	-	-	-	29%
Number of Tests									
At Approaches GL Standard or Above	220	-	220	-	-	-	-	-	209
At Meets GL Standard or Above	162	-	162	-	-	-	-	-	151
At Masters GL Standard	88	-	88	-	-	-	-	-	79
Total Tests	280	-	280	-	-	-	-	-	269
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	76%	-	76%	-	-	-	-	-	75%
At Meets GL Standard or Above	56%	-	56%	-	-	-	-	-	55%
At Masters GL Standard	32%	-	32%	-	-	-	-	-	31%
Number of Tests									
At Approaches GL Standard or Above	213	-	213	-	-	-	-	-	202
At Meets GL Standard or Above	157	-	157	-	-	-	-	-	147
At Masters GL Standard	88	-	88	-	-	-	-	-	82
Total Tests	279	-	279	-	-	-	-	-	268
Science									
Percent of Tests									
At Approaches GL Standard or Above	64%	-	64%	-	-	-	-	-	62%
At Meets GL Standard or Above	40%	-	40%	-	-	-	-	-	37%
At Masters GL Standard	25%	-	25%	-	-	-	-	-	23%
Number of Tests									
At Approaches GL Standard or Above	75	-	75	-	-	-	-	-	69
At Meets GL Standard or Above	47	-	47	-	-	-	-	-	41
At Masters GL Standard	29	-	29	-	-	-	-	-	26
Total Tests	117	-	117	-	-	-	-	-	111

TEA | Analytics, Assessment, and Reporting | Performance Reporting

School Progress: Academic Growth

Texas Education Agency
2026 Academic Growth
 ALFRED SORENSEN EL (108909112) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Calculation Report

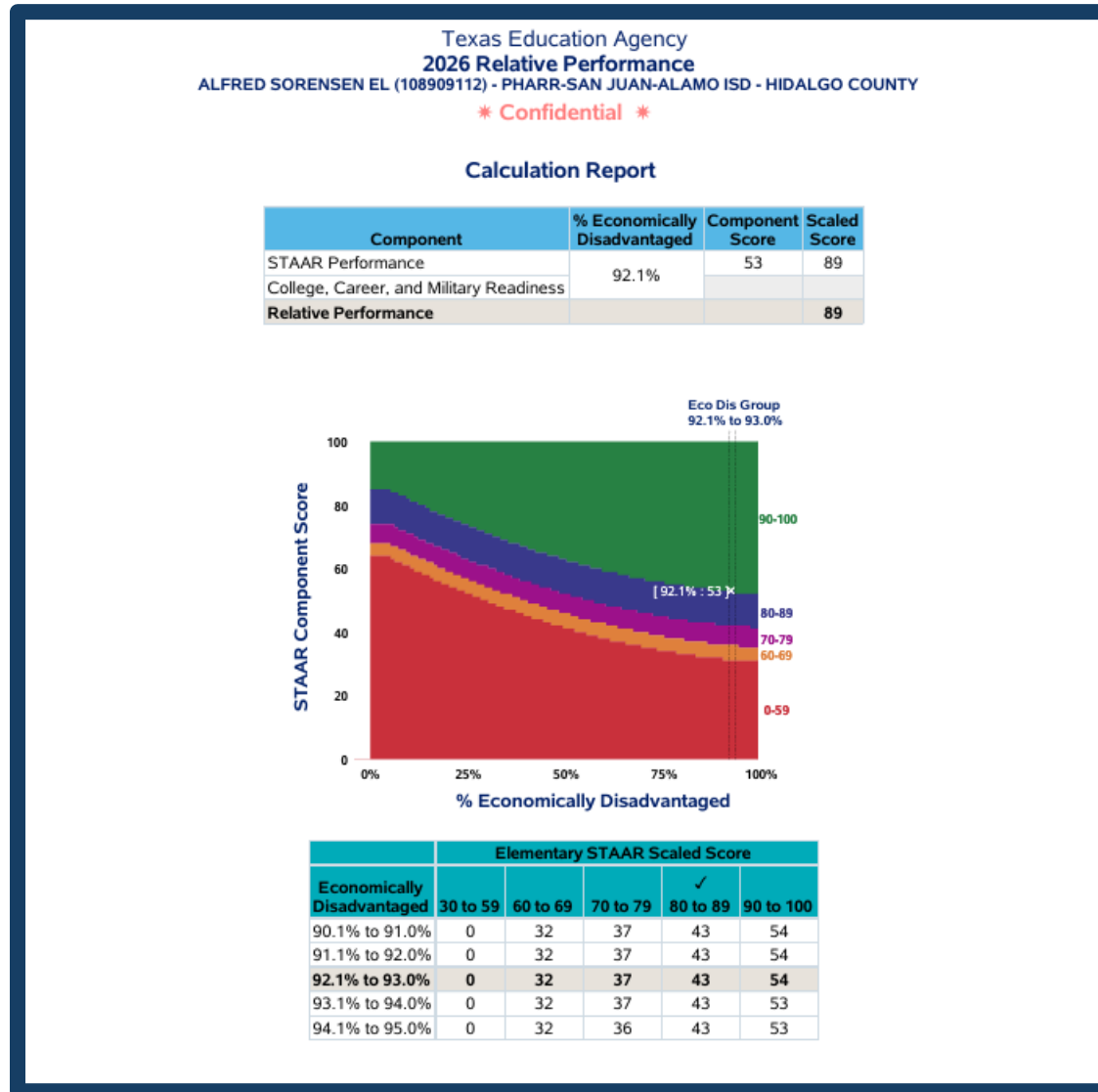
School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	289.5	1	289.50
Accelerated Learning Points Earned	35	0.25	8.75
Sum of Annual Growth plus Accelerated Learning Points			298.25
Total Tests Evaluated			411
Academic Growth Score			73

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	108	0	0
Tests Earning 0.5 Points	27	0.5	13.5
Tests Earning 1 Point	276	1	276
Annual Growth Points Earned			289.5
Total Tests Evaluated			411
Annual Growth Score			70

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	65	0	0
Tests Earning 1 Point	35	1	35
Accelerated Learning Points Earned			35
Total Tests Evaluated			100
Accelerated Learning Score			35

School

Progress: Relative Performance



School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps
 ALFRED SORENSEN EL (108909112) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					78

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 ALFRED SORENSEN EL (108909112) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
 * Confidential *

Data Table: Additional Groups

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	3		3						
2026 % at Meets GL Standard or Above	58%	56%	83%	92%	43%	50%	32%	50%	60%	48%	13%	-	-	13%	
2026 # at Meets GL Standard or Above	162	147	15	23	40	53	20	1	136	26	1	-	-	1	
2026 Total Tests (Adjusted)	280	262	18	25	94	107	63	2	226	54	8	-	-	8	
2025 % at Meets GL Standard or Above	58%	54%	78%	100%	45%	49%	29%	-	59%	54%	--	-	-	25%	
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	56%	55%	78%	96%	45%	51%	34%	50%	57%	55%	25%	-	-	25%	
2026 # at Meets GL Standard or Above	157	143	14	24	42	55	21	1	128	29	2	-	-	2	
2026 Total Tests (Adjusted)	279	261	18	25	94	107	62	2	226	53	8	-	-	8	
2025 % at Meets GL Standard or Above	55%	49%	83%	96%	45%	49%	24%	-	54%	57%	--	-	-	50%	
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	3	3				3	3		3						
2026 Academic Growth Score	67%	67%	77%	91%	55%	62%	65%	100%	68%	65%	8%	-	-	8%	
2026 Growth Points	139.00	127.50	11.50	21.00	38.00	51.00	33.00	1.00	114.25	24.75	0.50	-	-	0.50	
2026 Total Tests	206	191	15	23	69	82	51	1	168	38	6	-	-	6	

School Progress: Closing the Gaps Continuation

Texas Education Agency 2026 Closing the Gaps ALFRED SORENSEN EL (108909112) - 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	75%	73%	80%	94%	74%	73%	59%	-	75%	74%	--	-	-	-	0%
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3		3						
2026 Academic Growth Score	78%	79%	67%	96%	76%	78%	68%	100%	78%	78%	58%	-	-	58%	
2026 Growth Points	159.25	149.25	10.00	22.00	52.25	64.25	33.75	1.00	130.50	28.75	3.50	-	-	3.50	
2026 Total Tests	205	190	15	23	69	82	50	1	168	37	6	-	-	6	
2025 Academic Growth Score	72%	70%	81%	82%	76%	78%	49%	-	68%	85%	--	-	-	0%	
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					40%										
Next Interim Target (2027-28 through 2031-32)					42%										
Long Term Target (2037-38)					46%										
Points Evaluated for Federal School Improvement					4										
2026 TELPAS Progress Rate					51%										
2026 TELPAS Progress					67										
2026 TELPAS Total					132										
2025 TELPAS Progress Rate					64%										
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 ALFRED SORENSEN EL (108909112) - 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		3						
2026 STAAR Component Score	53	52	75	94	43	50	31	53	54	49	20	-	-	20	
2026 % at Approaches GL Standard or Above	75%	74%	93%	100%	69%	73%	52%	60%	77%	69%	32%	-	-	32%	
2026 % at Meets GL Standard or Above	54%	52%	78%	95%	42%	49%	29%	60%	55%	49%	16%	-	-	16%	
2026 % at Masters GL Standard	30%	29%	54%	86%	18%	27%	13%	40%	31%	28%	11%	-	-	11%	
2026 Total Tests	676	630	46	58	225	258	156	5	550	126	19	-	-	19	
2025 STAAR Component Score	53	50	72	88	45	48	28	-	53	53	--	-	-	38	
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	285	267	18	26	95	108	66	2	229	56	8	-	-	8	
Total Students	285	267	18	26	95	108	66	2	229	56	8	-	-	8	
Mathematics															
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-	100%	
# Participants	284	266	18	26	95	108	65	2	229	55	8	-	-	8	
Total Students	284	266	18	26	95	108	65	2	229	55	8	-	-	8	

Comprehensive Needs Assessment

AREA LEADS: Giselle Martinez, Eira Hernandez, Sharon Flores, Liana Garcia, Gloria Bustamante-Garza, Vanessa Beaz, Berta Esquivel, Denise Hernandez



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

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

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

Challenges

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

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 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 43%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 32%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 40% of 3rd grade students scored 0 points on the ECR.
 - Cross curricular writing must be done at all grade levels
 - Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 52%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 55%.
- 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 34%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

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

By the end of the current academic year, student achievement will improve from an average score of 80 (a B grade) to 85, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

OBJECTIVE 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 54% in June 2026 to 60% by June 2027. (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 • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Professional Development from outside campus personnel • Support from Regional ESC • Copy paper & copy machines for student work and activities	•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 [BM's] •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.

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:
Hold weekly debrief sessions to identify trends and immediately (24 hours) 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	•Walkthrough documents •Feedback forms	•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 •Power Up •I-Ready •Read Works •Forde Ferrier •Lead4ward training	•Training Agenda •Collaborative Learning - Community Meetings •Tutorial lesson plans •Attendance sheets	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR and TELPAS	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •I-Ready

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

OBJECTIVE 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 80% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

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

Timeline: May 2026 – August 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 TLCs (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 • Weekly tutorial sessions on going • Saturday Academies • Copy paper & copy machines for student work and activities	•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

Goal Area 1: Effective Teaching and Learning**Strategy 2:** 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 student agency 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 • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Student agency folders/trackers provided by the district.	• 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

Goal Area 1: Effective Teaching and Learning**Annual Goal 2:** Early Childhood

The percentage of all Early Literacy students that score below Kinder Readiness will increase from 84% to 90%.

OBJECTIVE 1: Increase the percentage of Early Literacy students scoring below Kinder Readiness from 84% to 90% by the end of the academic year, demonstrating a 6% increase through targeted instruction, early interventions, and consistent progress monitoring.

Strategy 1: Small group implementation to target students

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:

- Implement Tiered Literacy Instruction Using Small Group Rotations:
Use diagnostic assessments to group students based on specific literacy skill gaps (phonemic awareness, letter recognition, etc.).
- Develop and Schedule Daily Small Group Rotations:
Plan engaging, skill-focused lessons aligned to Kinder Readiness standards.
- Monitor Progress and Document Growth:
Maintain a data tracker to record student performance and instructional focus.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Early Childhood Conference	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Provide Targeted Early Interventions for At-Risk Students**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:**

- Provide Targeted Early Interventions for At-Risk Students:
 - Use research-based intervention programs tailored to each student's area of need.
- Identify At-Risk Students Using Early Literacy Screeners:
 - Administer baseline assessments within the first 4 weeks of school.
- Monitor Progress and Adjust Interventions as Needed:
 - Conduct bi-weekly progress monitoring using quick, targeted assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • IPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Engage Families Through Literacy-Focused Home Learning**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, Librarian**Action Steps:**

- Host Family Literacy Nights per Six Weeks:

Organize interactive workshops where families learn simple literacy strategies

- Distribute Literacy Take-Home Kits:

Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.

- Communicate Weekly Literacy Tips via Digital Platforms:

Use tools like ClassDojo or school newsletters to share weekly reading tips.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Cardstock paper, markers, glue sticks, construction paper, white copy paper, colored copy paper, scissors • Beanstack	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists • Beanstack Reports	• Student Achievement gains • Results Driven Accountability • Beanstack Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Annual Goal 2:** Early Childhood

OBJECTIVE 2: By the end of the school year, 80% of early childhood students will demonstrate growth in foundational reading fluency skills — including letter naming, phonological awareness, and oral language expression — as measured by developmentally appropriate assessments.

Strategy 1: Implement Daily Phonological Awareness Activities

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:

- Plan Weekly Skill Focus and Daily Mini-Lessons:
Use consistent routines (e.g., “sound of the day,” chant, or interactive chart) to reinforce repetition.
- Integrate Spiral Review into Daily Literacy Routines:
Use a skill progression chart to guide instruction and ensure students revisit and build on prior knowledge.
- Reinforce Skills Across Centers and Small Groups:
Design literacy centers and small group activities that match the weekly skill focus using hands-on materials (e.g., picture sorts, matching cards, letter tiles).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Build letter recognition and sound association through targeted 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, Reading Coach**Action Steps:**

- 1) Conduct Ongoing Letter-Sound Assessments to Group Students by Skill Level:
Update data every 4–6 weeks to ensure instruction stays responsive to student growth.
- 2) Deliver Daily, Small Group or Individualized Letter-Sound Instruction:
Deliver Daily, Small Group or Individualized Letter-Sound Instruction
- 3) Reinforce Letter-Sound Connections Through Literacy Centers and Play:
Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Increase Oral Language Opportunities Through Interactive Read-Alouds**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:**

- 1) Develop oral language expression and vocabulary

Use open-ended questions to encourage student talk (e.g., “What do you think will happen next?”).

- 2) Plan and Conduct Daily Interactive Read-Alouds with Rich Vocabulary:

Use expression, gestures, and visual supports to model fluent oral language and support comprehension.

- 3) Extend the Read-Aloud with Retelling and Oral Storytelling Activities:

Provide opportunities for students to create their own oral stories or endings using pictures or storyboards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Read Aloud Books	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

AREA LEADS: Giselle Martinez, Eira Hernandez, Sharon Flores, Liliana Garcia, Denise Arredondo, Pamela Cervantes, Berta Esquivel

STUDENT SUPPORT



GOAL AREA 2:**Areas Reviewed: Student Performance****Strengths**

Alfred Sorensen Elementary provides a variety of student supports designed to address individual academic needs and ensure students have access to standards-aligned instruction. The district provides campuses with a Guaranteed and Viable Curriculum, aligned scope and sequence, standards-based assessments, and data systems that allow teachers and campus leaders to identify student needs and provide timely support. Student performance data is analyzed regularly to determine appropriate interventions, instructional adjustments, and additional supports.

In addition:

- Student assessment data is reviewed by teachers and campus leaders to identify students who require additional academic support, enrichment, or intervention.
- Corrective instruction and targeted interventions are incorporated into the curriculum and scope and sequence to address identified learning gaps.
- Instructional materials include resources intentionally designed to support students with disabilities, Emergent Bilingual students, and other identified student groups.
- Teachers use formative assessments and ongoing progress monitoring to adjust instruction and provide additional support based on individual student needs.
- Campus and district data review sessions provide opportunities to identify achievement gaps among student groups and develop targeted responses.
- Professional development is provided throughout the year based on classroom observations, assessment results, and campus performance to strengthen teachers' ability to meet diverse student needs.
- Teachers are provided access to standards-aligned assessments and instructional resources that support differentiated instruction and targeted reteaching.
- Student progress is monitored throughout the year to ensure that interventions and instructional supports are responsive to student performance.
- Collaboration among teachers, campus leaders, district content coordinators, and support staff helps ensure that student needs are identified and addressed in a timely manner.

Challenges

Alfred Sorensen Elementary continues to work to strengthen student supports, particularly for students who are performing below grade level and for identified student groups. The 2026 STAAR performance results indicate continued academic gaps in literacy and mathematics, demonstrating the need for targeted and sustained interventions.

- Reading on grade level by the end of third grade continues to be an area of focus and requires consistent progress monitoring and early intervention.
- Cross-curricular writing support is needed at all grade levels to strengthen students' ability to communicate their understanding across content areas.
- Professional development focused on effective writing instruction and intervention should continue at all grade levels.
- Mathematics achievement also indicates a need for additional targeted support, with the All-Student Group performing at 56% at Meets Grade Level Standard or Above.
- The Emergent Bilingual Student Group in Reading performed at 43% and in Mathematics performed at 45% in meets, demonstrating the need strengthen language-rich Tier I instruction, academic vocabulary, writing, and targeted intervention for current EBs.
- The Special Education (Current) Student Group in reading performed at 32%% and in mathematics performed at a 34% in meets, emphasizing the need for individualized supports, differentiated instruction, and progress monitoring.
- Elementary Reading, Writing, and Mathematics curricula will continue to be monitored for alignment, effectiveness, and their ability to meet the needs of diverse learners.
- The campus will continue strengthening systems for identifying students in need of intervention, monitoring their progress, and adjusting supports based on student data.

Goal Area 2: Student Supports**Annual Goal 2: School Progress**

By May 2027, Alfred Sorensen Elementary 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
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS prompts	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • District visits from specialists	• 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**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:**

- **Pre-Teach Vocabulary with Visual Supports:**
Before introducing new content, select key academic vocabulary and pair each word with a picture, diagram, or gesture.
- **Use Realia and Hands-On Materials During Instruction:**
Bring in real objects or manipulatives related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).
- **Create Visual Word Walls or Interactive Vocabulary Journals:**
Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., “A ____ is used to ____.”)

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 adopted curriculum • SciTech program • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• 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

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 [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

OBJECTIVE 2: 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 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:

- **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
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• 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

Goal Area 2: Student Supports

Strategy 2: Hold Collaborative Data Review Meetings Each Quarter

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:

- **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
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • Reading by Design • TXRL • monitoring system • State and local student data • Campus based progress monitoring system	•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

Goal Area 2: Student Supports**Strategy 3: Conduct Regular IEP-Driven Small Group or 1:1 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:**

- **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)

- **Develop and consistently implement individualized student plans:**

Plans will be aligned with each student's IEP and will clearly identify goals and progress-monitoring measures. Implementation will be monitored after every major assessment such as BM 1, BM 2 and include Iready and other progress measures. Adjustments will be made based on student data and documented needs.

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 • Student individualized plans • professional development on tier 2/3 instructions	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Student individualized plan folder	• 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

AREA LEADS: Giselle Martin
LEADERSHIP GROWTH

y Rubio



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

- Alfred Sorensen Elementary demonstrates a strong foundation for leadership growth through the use of data-driven decision-making, collaborative planning, and systems designed to support continuous instructional improvement. Campus leaders work closely with teachers and district staff to monitor student performance, identify areas of need, and adjust instructional practices and resources accordingly.
- Campus leadership benefits from district structures that provide clear expectations, standards-aligned curriculum resources, assessments, and professional learning opportunities. The district Curriculum & Instruction Department supports campus leaders by providing access to data, curriculum guidance, and assessment tools that allow leaders to monitor implementation and make informed decisions.

Leadership strengths include:

- **Data-Driven Leadership:** Campus leaders participate in data review sessions following assessments and use student performance data to identify instructional priorities, monitor progress, and determine necessary adjustments.
- **Collaborative Leadership:** Leaders work with teachers, district content coordinators, and other stakeholders to analyze data, identify instructional gaps, and develop responsive action plans.
- **Instructional Leadership:** Campus leaders have access to standards-aligned curriculum, scope and sequence documents, assessments, and instructional resources that support consistent implementation across grade levels.
- **Continuous Improvement:** Leadership teams use assessment results, classroom observations, and campus performance data to identify professional development needs and adjust instructional practices.
- **Professional Learning:** Professional development is provided throughout the year based on classroom observations, formative assessment results, and identified campus needs. This provides leaders with opportunities to build teacher capacity and strengthen instructional practices.
- **Systems and Structures:** Established curriculum, assessment, and data-monitoring systems provide leaders with a framework for monitoring student progress and ensuring that instructional decisions are aligned to campus and district goals.

Challenges and Opportunities for Leadership Growth

Although strong systems are in place, leadership growth is needed in the areas of instructional monitoring, intervention implementation, teacher development, and closing achievement gaps among student groups.

The continued challenges in literacy, particularly reading comprehension and writing, demonstrate an opportunity for campus leaders to strengthen their role as instructional leaders. Leaders must ensure that professional learning translates into consistent classroom implementation and that teachers receive timely feedback, coaching, and support.

The 2026 STAAR results also indicate academic gaps in mathematics, requiring leaders to increase the frequency and effectiveness of progress

monitoring and intervention.

Specific areas for leadership growth include:

Strengthening Instructional Monitoring

Campus leaders should establish a more consistent cycle of classroom observations, feedback, coaching, and follow-up. Leadership walkthroughs should focus on the quality and rigor of instruction, student engagement, differentiation, and alignment to TEKS and campus instructional priorities.

Leadership Growth Priorities

Moving forward, Alfred Sorensen Elementary should focus leadership development on three key priorities:

1. Strengthen instructional leadership through frequent classroom observations, actionable feedback, coaching, and monitoring of instructional implementation.
2. Strengthen data and intervention leadership by establishing consistent systems for analyzing student data, identifying students requiring additional support, monitoring interventions, and evaluating their effectiveness.
3. Strengthen teacher development by providing job-embedded professional learning in reading comprehension, writing, mathematics, differentiation, and strategies for supporting SPED and Emergent Bilingual students.

Overall, Alfred Sorensen Elementary has established strong district-supported systems for curriculum, assessment, and professional learning. The next level of leadership growth is to ensure that these systems are implemented with consistency, monitored with fidelity, and translated into measurable student growth. Campus leadership should continue moving from data awareness to data-driven action, with a clear emphasis on instructional quality, teacher capacity, intervention effectiveness, and improved outcomes for all student groups.

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 • One Drive folders • technology tool to revise,	•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

create, and edit lesson plans			
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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, Grade level chairs

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 annotated lesson plans • CLC agendas • Planning agendas	•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 • CLC agendas • Annotated lesson plans	• Training Agenda • Collaborative Learning Community Meetings • Annotated lesson plans • CLC agendas	• 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 2027.****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 • 7C's Survey	• 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: Giselle Martinez, Eira He
FAMILY & COMMUNITY EMPOWEMEN



GOAL AREA 4: Family Community**Areas Reviewed: Student Performance****Strengths**

Alfred Sorensen Elementary Elementary has established systems and resources that provide opportunities for families and the community to support student learning and academic success. The school benefits from district-developed curriculum, assessments, and instructional resources that can serve as a foundation for communicating learning expectations and student progress with families.

The alignment of the curriculum and assessments to the Texas Essential Knowledge and Skills (TEKS) provides a consistent framework for helping families understand grade-level expectations and the academic skills students are expected to master. The year-long scope and sequence, units of study, and assessments provide opportunities for the school to communicate learning priorities and provide families with information about their child's academic progress.

In addition:

- **Communication of Student Progress:** Assessment data provides teachers and campus leaders with timely information about individual student performance. This information can be used to communicate student strengths, areas of need, and next steps with families.
- **Family Support for Learning:** The availability of standards-aligned instructional materials, content-rich texts, essential questions, and other resources creates opportunities for families to reinforce learning at home.
- **Support for Diverse Learners:** Instructional materials include resources designed to support students with disabilities, Emergent Bilingual students, and other student groups. These resources can also help families better understand how to support their child's individual learning needs.
- **Responsive Support:** Data review processes allow the campus to identify students who need additional academic support and provide opportunities for teachers and families to work together to address learning gaps.
- **Professional Development:** Ongoing professional development supports teachers in strengthening instruction and responding to student needs. Improved instructional practices provide a stronger foundation for communicating with families about how they can support learning outside of school.

- **Shared Responsibility:** The existing systems provide a foundation for developing stronger partnerships among the school, families, and community to ensure that students receive consistent academic and social support.

Challenges and Opportunities for Family & Community Growth

Although strong instructional and assessment systems are in place, there is an opportunity to strengthen family engagement and community partnerships around student achievement. Academic performance data indicates that families need clear, consistent, and accessible information about student progress and specific ways they can support learning at home.

The district-wide challenges in literacy, particularly reading comprehension and writing, provide an opportunity for the campus to increase family engagement around literacy development. Families can be provided with practical strategies, resources, and activities that encourage reading, writing, vocabulary development, and discussion at home.

Strengthening Family Communication

The campus should continue developing consistent two-way communication systems that allow families to understand their child's academic progress and know how they can help. Communication should be timely, accessible, and provided in families' preferred languages whenever possible.

Families should receive clear information regarding:

- Student academic strengths and areas for growth.
- Grade-level expectations and learning targets.
- Progress toward STAAR and classroom expectations.
- Available Tier 2 and Tier 3 interventions.
- Strategies and resources for supporting reading, writing, and mathematics at home.
- Opportunities for families to communicate concerns and provide feedback.

Increasing Family Engagement in Literacy

The significant challenges in reading comprehension and writing create an opportunity for the campus to develop family literacy initiatives. Family workshops, take-home literacy resources, reading challenges, and parent education sessions could provide families with practical strategies for supporting literacy development.

Particular attention should be given to families of students receiving Special Education and Emergent Bilingual services so that parents understand available supports and how they can reinforce learning at home.

Strengthening Community Partnerships

Alfred Sorensen Elementary can continue expanding partnerships with local organizations, businesses, community leaders, and service providers to provide additional resources and opportunities for students and families.

Community partnerships could support:

- Academic tutoring and mentoring.
- Family literacy and mathematics programs.
- College and career awareness.
- Student enrichment opportunities.
- Family resource services.
- Technology and instructional resources.
- Parent education and leadership opportunities.

Increasing Engagement of Families of High-Need Students

The performance gaps among SPED and Emergent Bilingual students demonstrate a need for intentional family engagement. Families should be active partners in understanding intervention plans, monitoring progress, and identifying strategies that support student success.

Family & Community Growth Priorities

Moving forward, Alfred Sorensen Elementary should focus on three key priorities:

1. Strengthen two-way family communication by providing families with timely, accessible information about student progress, academic expectations, interventions, and ways to support learning at home.
2. Increase meaningful family engagement through literacy, writing, and mathematics workshops, family learning activities, and resources specifically designed to address identified student needs.
3. Expand community partnerships to provide additional academic, social, and family resources that support student achievement and address barriers to learning.

Overall, Alfred Sorensen Elementary has strong academic systems and resources that can serve as a foundation for deeper family and community engagement. The next level of growth is to ensure that families are not simply informed about student performance but are active partners in the learning process. By strengthening two-way communication, providing families with practical academic resources, and developing meaningful community partnerships, the campus can create a stronger network of support around every student.

Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child’s school will increase by 30%.

OBJECTIVE 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of 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:

- **Design a monthly calendar:**

Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)

- **Collaboration with Staff and Community Partners:**

Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.

- **Promote Events and Encourage Participation:**

Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters • Canva	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance
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Goal Area 4: Family Community

Strategy 2: Offer mini workshops for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration and enhancing academic support at home.

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
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites	• Parents survey • Public Relations Data • Parent Feedback based on Chat One on One meetings • Accountability Report	• Survey results • Participation • Performance

	•Photos of meetings		
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Goal Area 4: Family Community

Strategy 3: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

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, librarian

Action Steps:

- **Plan Culturally Inclusive Events That Reflect the School Community:** Host family-centered celebrations such as a Fall Festival, Posada, and Christmas Play, incorporating traditions, food, and customs from the school's diverse cultures.
- **Showcase Student Talent and Cultural Expression:** Integrate student-led performances into each event and display art projects that reflect family traditions.
- **Create Opportunities for Family Participation and Leadership:** Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	•Monthly Calendar •Sign-in sheets •Agendas •Brochure •Power Point •Invites	•Parents survey •Public Relations Data •Parent Feedback based on Chat and One on One meetings •Accountability Report	•Survey results •Participation •Performance

	•Photos of meetings		
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Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2026–2027 school year, the campus will increase and maintain an average daily student attendance rate of 95% or higher, supported by targeted family outreach, community partnerships, and student engagement strategies, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain student attendance at 95% or higher by the end of the school year to support academic achievement, student engagement, and social-emotional development, through collaborative efforts with families and the 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:

- **Launch a Family & Community Attendance Awareness Campaign** :Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.
- **Implement an Early Intervention & Support System** : Monitor attendance weekly to identify students falling below 97% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.
- **Celebrate and Recognize Attendance Milestones** : Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program • Materials for certificates: Cardstock paper, white paper, ink for printers, laminating sheets	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 2: 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.

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, librarian, attendance clerk, PEIMS clerk

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.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance
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Goal Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

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:

- **Attendance Data Tracking:** Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.
- **Weekly data:** Review attendance data weekly to flag students below 97%.
- **Intervention Plans:** Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 97% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance
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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?	Alfred Sorensen Elementary is committed to our vision: Sorensen Elementary School expects to develop knowledgeable and high achieving students through quality instructional programs that inspire students and staff members to become life-long learners, productive in our community as responsible and independent citizens. Sorensen will work with students, parents, the Board of Education, and Central Office Administrative Staff to cultivate every child’s desire to learn and achieve by providing an exceptional academic environment, state-of-the-art technology and a challenging curriculum that endows all learners to imagine, believe, learn and achieve. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success.

	Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. In

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

Family Trainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Elementary (August 2026 and March 2027} • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • TELPAS Family Night (September 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • National Parent Involvement Day (November 2026) • Curriculum Night (September 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Festival of Lights (December 2026) • District Christmas Posada Family Event (December 2026} • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027} • Attendance Meetings (October 2026) • Understanding STAAR Meetings (January 2027}
Curriculum	Alfred Sorensen Elementary utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Beanstack • I-Ready Reading & Math • Mosaico • Magnetic • SAAVAS Reading • SAAVAS Science • Summit K-12 for TELPAS • Bluebonnet

Forms of Academic Assessments	At Alfred Sorensen Elementary all students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/taar/taarperformance-standards Alfred Sorensen 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	Alfred Sorensen Elementary values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Alfred Sorensen Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Alfred Sorensen Elementary values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.			
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.	- 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	- 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	- 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

	• 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,	- discussed. • Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	- others to enhance learning experiences. • Treat others with respect and dignity. • Ask for help when support is needed in learning.	• 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
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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?	Alfred Sorensen Elementary está comprometida con nuestra visión: La Escuela Primaria Sorensen se compromete a desarrollar estudiantes con amplios conocimientos y un alto nivel de rendimiento académico mediante programas educativos de calidad que inspiren tanto a los estudiantes como al personal a convertirse en aprendices de por vida y en miembros productivos de nuestra comunidad, como ciudadanos responsables e independientes. Sorensen trabajará en colaboración con los estudiantes, padres de familia, la Mesa Directiva de Educación y el personal administrativo de la Oficina Central para fomentar en cada niño el deseo de aprender y alcanzar el éxito. Esto se logrará proporcionando un entorno académico excepcional, tecnología de vanguardia y un currículo riguroso que permita a todos los estudiantes imaginar, creer, aprender y alcanzar el éxito.
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	Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116. La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones de Familias	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y fortalecer a las familias, brindándoles información valiosa y promoviendo una mayor participación en la educación de sus hijos. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que la información importante sea compartida y que los padres sean reconocidos como socios fundamentales en la educación de sus hijos. Las reuniones para padres se llevan a cabo mensualmente.

	Durante el mes de agosto, el personal del plantel se reúne con el Educador(a) de Padres y los padres voluntarios para dialogar sobre la importancia de la familia y revisar los requisitos de Título I. En este mismo periodo, los maestros y el personal reciben información sobre la importancia de las contribuciones de los padres y las familias, así como estrategias para comunicarse y colaborar eficazmente con ellos como socios en la educación de sus hijos. En septiembre, cada plantel deberá realizar dos Reuniones Anuales de Título I, programadas en diferentes días y horarios. Los administradores del plantel y el Educador(a) de Padres trabajan en conjunto para planificar y llevar a cabo estas reuniones. El director o la persona designada por el director presentará la información requerida de Título I, mientras que el Educador(a) de Padres apoyará en la coordinación, invitación a los padres, organización, logística y documentación correspondiente.
Cómo Participar	Se invita a los padres de familia a participar como padres voluntarios completando la solicitud correspondiente y asistiendo a una orientación para voluntarios. Tanto los padres voluntarios como aquellos que no participan en el programa de voluntariado son invitados a formar parte de las capacitaciones para familias, actividades y eventos escolares que se llevan a cabo durante todo el ciclo escolar. Para mantener informadas a las familias e invitarlas a participar, el plantel utiliza diversos medios de comunicación, entre ellos: • Llamadas telefónicas personales • ClassDojo • Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales • Otras plataformas de comunicación utilizadas por la escuela Se anima a los padres a participar activamente en la planeación, revisión y mejora continua de: • La Política de Participación de los Padres y las Familias del plantel. • El Acuerdo entre la Escuela y los Padres. • El Plan de Mejoramiento Escolar. • Otros programas de Título I. La opinión de los padres es valorada y tomada en cuenta al tomar decisiones que apoyan el aprovechamiento académico de los estudiantes y fortalecen la colaboración entre la escuela y las familias. Si el Plan de Mejoramiento Escolar no es satisfactorio para los padres, sus comentarios serán documentados y enviados al distrito junto con el plan, de conformidad con la Ley Cada Estudiante Triunfa (ESSA).
Entrenamientos/ Actividades Para Familias	Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades : • Noche de Conocer al Maestro / Casa Abierta en la Escuela Primaria (agosto de 2026 y marzo de 2027)

	• Conferencias de Padres y Maestros (todos los grados, agosto de 2026 a mayo de 2027) • Noche Familiar de TELPAS (septiembre de 2026) • Noche Familiar de Halloween “Trunk or Treat” (octubre de 2026) • Desfile del Listón Rojo (octubre de 2026) • Día Nacional de la Participación de los Padres (noviembre de 2026) • Noche de Currículo (septiembre de 2026) • Sesiones de Café con los Consejeros Escolares (septiembre de 2026 a mayo de 2027) • Festival Navideño de Luces (diciembre de 2026) • Posada Navideña Familiar del Distrito (diciembre de 2026) • Reuniones de Título I del Plantel (septiembre de 2026) • Reuniones sobre la Política del Plantel (noviembre de 2026) • Reuniones sobre el Acuerdo entre la Escuela y los Padres (febrero de 2027) • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2027) • Reuniones de Asistencia Escolar (octubre de 2026) • Reuniones Informativas para Comprender STAAR (enero de 2027)
Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. Primaria Alfred Sorensen 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 • Beanstack • I-Ready Reading & Math • Mosaico • Magnetic • SAAVAS Reading • SAAVAS Science • Summit K-12 for TELPAS • Bluebonnet
Formas de Evaluación Académica	En la Primaria Alfred Sorensen 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/taar/taarperformance-standards Primaria Alfred Sorensen 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. Primaria Alfred Sorensen 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	Primaria Alfred Sorensen 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	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	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.	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.

	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.	ideas.	- Pedir ayuda cuando sea necesario.	- 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.				