



Campus Improvement Plan

Lyndon B. Johnson Middle School

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



“A” RATED DISTRICT



PSJA School Board

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Vision

Uniting our community to prepare adaptable, emotionally intelligent leaders for a competitive global society.

Mission

School administrators, parents, and members of our community will provide support to the school personnel and the students of LBJ Middle School in order to promote an exceptional instructional program. As a result, students will exemplify respect, self-discipline, and academic success. LBJ Middle School students will also gain the skills, knowledge, and values necessary for continuous productive learning.

District Strategic Direction



Campus Executive Summary

Demographics:

The enrollment of Lyndon B. Johnson Middle School as of October 2025 was 1,043 students. The student population consisted of 99% of Hispanics. Our students represented a low socio-economic status of approximately 92% with 2% migrant students and a negligible percentage of mobility. Approximately 19% of our student population received special education services, while 8.28% received accommodations under 504. Our Gifted and Talented population accounted for approximately 12% of our student population. The emergent bilingual population was approximately 32% where most of the students' home language was Spanish. The attendance rate for the campus consistently maintained between 91-94%. Most of our students live in the North Pharr area and the neighborhoods which encircle our campus.

Comprehensive Needs Assessment:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	1043	533	510	194	338	20	956	127	754
Percent		51%	49%	19%	32%	2%	91.66%	12%	72%

Lyndon B. Johnson Middle School received an overall grade of 90 out of 100 "A" based on performance in three different areas, or domains on the 2026 Accountability System (preliminarily; pending official reports from TEA). In the Student Achievement domain, our campus earned 79, which shows how much students know and can do at the end of the school year. The School Progress domain, 90 for LBJ MS, shows how students perform over time and how that growth compares to similar schools. LBJ MS scored a 72 in Closing the Gap; the domain shows how well different student groups within a school are performing.

The overall 2026 Accountability Rating for LBJ Middle School was a score of 90

Curriculum and Instruction and Assessment:

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

The core instructional and monitoring strategies included in our action plans are:

- Curriculum and instruction are aligned and state standards that include college - and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates. Using research-based strategies and instructional resources in core instruction (e.g. 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling).
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check. Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.
- Technology will be used to enhance student learning. Technology will allow students and teachers to collaborate with each other, provide feedback, and increase knowledge retention. Instructional programs such as IXL, IReady, Summit k-12, Study Sync, Mathia, and others will be used as additional support.

Summary of Goals:

Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 3-7 points increase in the percentage in all subject areas and subgroups. Each grade level will show 3-7 points increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect 3-7 points of increase in Domain I, II, and 3-7% points in Domain III. Provide a safe, rigorous, highly engaging learning environment for all students and staff. Increase the academic achievement of all students in all subgroups by 3-7 points. Close the achievement gap by 3-7 points between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Lyndon B. Johnson, MS will continue to partner with community stakeholders to ensure student/campus success.

Campus Performance Objectives Council

Focus Area 1: Student Achievement	
Name	Role
Sonya Contreras – RLA	Department Head
Karina Quintana – Math	Department Head
Melynda Escobedo – Social Studies	Department Head
Amanda Alejandre – Science	Department Head
Cristobal Benitez – SpEd	Department Head
Yadira Peña – Electives	Department Head
Marisa T. Santoy	Principal
Dr. Diamantina Garcia	Assistant Principal
Amy Benitez	Librarian
Belinda Liscano	Counselor
Israel Resendez	Community Member
Focus Area 2: Student Supports	
Name	Role
Sonya Contreras – RLA	Department Head
Karina Quintana – Math	Department Head
Melynda Escobedo – Social Studies	Department Head
Amanda Alejandre – Science	Department Head
Cristobal Benitez – SpEd	Department Head
Yadira Peña – Electives	Department Head
Marisa T Santoy	Principal
Lorena Ramos	Assistant Principal
America Arreguin	Special Education Life Skills
Gloria Cardona	Counselor
Eluid Valle Chavez	Coach

Focus Area 3: Leadership Growth	
Name	Role
Sonya Contreras – RLA	Department Head
Karina Quintana – Math	Department Head
Melynda Escobedo – SS	Department Head
Amanda Alejandre – Science	Department Head
Cristobal Benitez – SpEd	Department Head
Yadira Peña – Electives	Department Head
Annie Duran	CLL
Taryn Palacios	Assistant Principal
Dr. Jose Montelongo	Dean of Instruction
Audra Benavidez	Counselor
Patricia Pacheco	Coach
Focus Area 4: Family & Community Empowerment	
Name	Role
Dr. Jose Montelongo	Dean of Instruction
Abby Cisneros	Parent Educator
Brianna Garcia	Liaison
Leticia Castaneda	Registered Nurse
Sonya Contreras – RLA	Department Head
Karina Quintana – Math	Department Head
Melynda Escobedo – SS	Department Head
Amanda Alejandre – Science	Department Head
Talia Soto	Receptionist
Sinai Hernandez	Gear Up Counselor
Jessica Serna	Nurse
Adriana Hernandez	Parent

Data Sources Reviewed

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

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		90	A	
Student Achievement		79	C	0%
STAAR Performance	48	79		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	70%
Academic Growth	65	76	C	
Relative Performance (Eco Dis: 90.5%)		90	A	✓
Closing the Gaps	72	90	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



TEA | Analytics, Assessment, and Reporting | Performance Reporting

Retrieved on _____, 2026 from [\(link to your summary report\)](#)

Identification of Schools Improvement

Texas Education Agency

2026 Identification of Schools for Improvement LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

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

Targeted Support and Improvement Information

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

Student Achievement: 2026 STAAR Performance

2026 STAAR Performance

LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	993	989	309	310	2,601	
Approaches GL or Above	730	659	252	169	1,810	70%
Meets GL or Above	514	425	203	87	1,229	47%
Masters GL	290	215	126	43	674	26%
Total Percentage Points						143%
Component Score						48

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Additional Student Groups															
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former) +	Continu- ously Enrolled	Non-Continu- ously Enrolled	Highly Mobile +	Foster	Homeless	Migrant	
At Meets GL Standard or Above	66%	63%	85%	97%	44%	55%	38%	*	68%	55%	33%	-	*	40%	
At Masters GL Standard	41%	38%	62%	88%	22%	30%	21%	*	43%	33%	17%	-	*	20%	
Number of Tests															
At Approaches GL Standard or Above	252	221	31	32	67	95	26	*	209	43	3	-	*	3	
At Meets GL Standard or Above	203	174	29	31	45	72	18	*	171	32	2	-	*	2	
At Masters GL Standard	126	105	21	28	22	39	10	*	107	19	1	-	*	1	
Total Tests	309	275	34	32	102	131	48	*	251	58	6	-	*	5	
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	55%	53%	68%	94%	29%	41%	27%	*	56%	49%	33%	-	*	40%	
At Meets GL Standard or Above	28%	26%	44%	66%	8%	18%	13%	*	27%	31%	17%	-	*	20%	
At Masters GL Standard	14%	13%	24%	47%	5%	9%	10%	*	14%	15%	0%	-	*	0%	
Number of Tests															
At Approaches GL Standard or Above	169	146	23	30	30	54	13	*	140	29	2	-	*	2	
At Meets GL Standard or Above	87	72	15	21	8	23	6	*	69	18	1	-	*	1	
At Masters GL Standard	43	35	8	15	5	12	5	*	34	9	0	-	*	0	
Total Tests	310	276	34	32	102	131	48	*	251	59	6	-	*	5	

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

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

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

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

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile +	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	70%	68%	84%	99%	55%	63%	40%	53%	71%	64%	37%	-	*	39%
At Meets GL Standard or Above	47%	45%	71%	89%	30%	40%	22%	39%	49%	39%	22%	-	*	23%
At Masters GL Standard	26%	23%	50%	66%	12%	19%	14%	22%	27%	22%	7%	-	*	7%
Number of Tests														
At Approaches GL Standard or Above	1,810	1,606	204	311	467	687	180	19	1,496	314	22	-	*	22
At Meets GL Standard or Above	1,229	1,055	174	279	257	436	97	14	1,036	193	13	-	*	13
At Masters GL Standard	674	553	121	209	102	207	64	8	566	108	4	-	*	4
Total Tests	2,601	2,357	244	315	854	1,093	445	36	2,107	494	60	-	*	56
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	74%	72%	89%	100%	57%	66%	38%	59%	75%	68%	42%	-	*	43%
At Meets GL Standard or Above	52%	49%	78%	92%	32%	45%	21%	41%	54%	41%	29%	-	*	30%
At Masters GL Standard	29%	26%	59%	74%	12%	21%	13%	29%	30%	25%	8%	-	*	9%
Number of Tests														
At Approaches GL Standard or Above	730	652	78	126	186	275	67	10	602	128	10	-	*	10
At Meets GL Standard or Above	514	445	69	116	104	187	36	7	436	78	7	-	*	7
At Masters GL Standard	290	238	52	93	40	89	23	5	242	48	2	-	*	2
Total Tests	993	905	88	126	325	416	175	17	804	189	24	-	*	23
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	67%	65%	82%	98%	57%	63%	43%	53%	68%	61%	29%	-	*	30%
At Meets GL Standard or Above	43%	40%	69%	89%	31%	37%	21%	41%	45%	35%	13%	-	*	13%
At Masters GL Standard	22%	19%	45%	58%	11%	16%	15%	18%	23%	17%	4%	-	*	4%
Number of Tests														
At Approaches GL Standard or Above	659	587	72	123	184	263	74	9	545	114	7	-	*	7
At Meets GL Standard or Above	425	364	61	111	100	154	37	7	360	65	3	-	*	3
At Masters GL Standard	215	175	40	73	35	67	26	3	183	32	1	-	*	1
Total Tests	989	901	88	125	325	415	174	17	801	188	24	-	*	23
Science														
Percent of Tests														
At Approaches GL Standard or Above	82%	80%	91%	100%	66%	73%	54%	*	83%	74%	50%	-	*	60%

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	1,217.5	1	1,217.50
Accelerated Learning Points Earned	201	0.25	50.25
Sum of Annual Growth plus Accelerated Learning Points			1,267.75
Total Tests Evaluated			1,945
Academic Growth Score			65

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	626	0	0
Tests Earning 0.5 Points	203	0.5	101.5
Tests Earning 1 Point	1,116	1	1,116
Annual Growth Points Earned			1,217.5
Total Tests Evaluated			1,945
Annual Growth Score			63

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	429	0	0
Tests Earning 1 Point	201	1	201
Accelerated Learning Points Earned			201
Total Tests Evaluated			630
Accelerated Learning Score			32

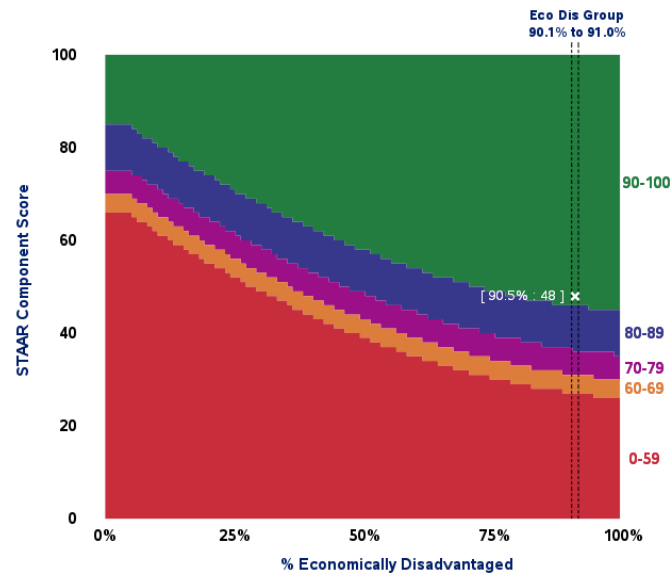
School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance
LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	90.5%	48	90
College, Career, and Military Readiness			
Relative Performance			90



Economically Disadvantaged	Middle School STAAR Scaled Score				
	30 to 59	60 to 69	70 to 79	80 to 89	90 to 100
88.1% to 89.0%	0	28	32	38	47
89.1% to 90.0%	0	28	32	38	47
90.1% to 91.0%	0	28	32	37	47
91.1% to 92.0%	0	28	32	37	47
92.1% to 93.0%	0	28	32	37	47

School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	17	24	70.8	30.0%	21.2
Growth Status	17	24	70.8	50.0%	35.4
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					72

School Progress: Closing the Gaps Continuation

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2027 accountability	△		△	△					△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	44%	32%	35%	59%	44%	74%	46%	56%	33%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%		
RLA Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3	0					3		
2026 % at Meets GL Standard or Above	52%	*	52%	40%	-	*	-	-	49%		
2026 # at Meets GL Standard or Above	514	*	508	4	-	*	-	-	459		
2026 Total Tests (Adjusted)	993	*	981	10	-	*	-	-	929		
2025 % at Meets GL Standard or Above	52%	--	51%	--	-	-	-	-	49%		
Mathematics 2026 Target	47%	32%	39%	61%	47%	85%	52%	56%	36%		
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%		
Mathematics Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%		
Points Earned for Accountability Rating	2		3						3		
Points Evaluated for Federal School Improvement	2		3	0					3		
2026 % at Meets GL Standard or Above	43%	*	43%	50%	-	*	-	-	40%		
2026 # at Meets GL Standard or Above	425	*	420	5	-	*	-	-	374		
2026 Total Tests (Adjusted)	989	*	977	10	-	*	-	-	925		
2025 % at Meets GL Standard or Above	35%	--	35%	--	-	-	-	-	32%		
Total Points										17	24
Academic Growth Status											
RLA 2026 Target	63%	58%	59%	69%	63%	79%	63%	68%	58%		
RLA Next Interim Target (2027-28 through 2031-32)	73%	68%	69%	78%	73%	84%	73%	77%	68%		
RLA Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	95%	88%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	65%	*	65%	50%	-	*	-	-	63%		
2026 Growth Points	635.25	*	629.25	4.50	-	*	-	-	578.50		
2026 Total Tests	984	*	973	9	-	*	-	-	920		

School Progress: Closing the Gaps Continuation

2026 Closing the Gaps

LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
2025 Academic Growth Score	66%	--	66%	--	-	-	-	-	65%		
Mathematics 2026 Target	67%	62%	64%	72%	67%	86%	69%	71%	62%		
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	72%	74%	80%	76%	89%	78%	79%	72%		
Mathematics Long Term Target (2037-38)	95%	92%	94%	95%	95%	95%	95%	95%	92%		
Points Earned for Accountability Rating	2		3						3		
Points Evaluated for Federal School Improvement	2		3						3		
2026 Academic Growth Score	66%	*	66%	78%	-	*	-	-	65%		
2026 Growth Points	632.50	*	623.75	7.00	-	*	-	-	581.75		
2026 Total Tests	961	*	950	9	-	*	-	-	901		
2025 Academic Growth Score	53%	--	53%	--	-	-	-	-	51%		
Total Points										17	24
Federal Graduation Rate Status											
2026 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Graduated	-	-	-	-	-	-	-	-	-		
2025 # Graduated	-	-	-	-	-	-	-	-	-		
2025 Total in Class	-	-	-	-	-	-	-	-	-		
2024 % Graduated	-	-	-	-	-	-	-	-	-		
Total Points											
Progress in Achieving English Language Proficiency (EB Current)											
2026 Target									30%		
Next Interim Target (2027-28 through 2031-32)									32%		
Long Term Target (2037-38)									36%		
Points Earned for Accountability Rating									3		
Points Evaluated for Federal School Improvement									3		
2026 TELPAS Progress Rate									30%		
2026 TELPAS Progress									97		
2026 TELPAS Total									321		
2025 TELPAS Progress Rate									20%		
Total Points										3	4
Student Success (Student Achievement Domain Score (STAAR Component Only))											
2026 Target	47	37	41	58	45	74	49	55	38		

2026 Closing the Gaps

LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points

Texas Education Agency
2026 Closing the Gaps
 LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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
Mathematics Long Term Target (2037-38)	95%	92%	n/a	n/a	n/a	92%	80%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	2	3				3	3	0	2					
2026 Academic Growth Score	66%	65%	75%	82%	60%	62%	54%	56%	66%	63%	32%	-	*	33%
2026 Growth Points	632.50	569.25	63.25	92.50	194.50	254.50	92.00	9.00	520.25	112.25	7.25	-	*	7.25
2026 Total Tests	961	877	84	113	322	408	171	16	783	178	23	-	*	22
2025 Academic Growth Score	53%	51%	68%	77%	44%	47%	48%	--	53%	52%	55%	--	--	57%
Federal Graduation Rate Status														
2026 Target	90.0%	86.7%	n/a	n/a	n/a	80.0%	79.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	92.7%	90.5%	n/a	n/a	n/a	86.0%	85.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	98.0%	98.0%	n/a	n/a	n/a	98.0%	98.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement														
2025 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2024 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					30%									
Next Interim Target (2027-28 through 2031-32)					32%									
Long Term Target (2037-38)					36%									
Points Evaluated for Federal School Improvement					3									
2026 TELPAS Progress Rate					30%									
2026 TELPAS Progress					97									
2026 TELPAS Total					321									
2025 TELPAS Progress Rate					20%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3	0	3					
2026 STAAR Component Score	48	45	68	85	32	41	25	38	49	42	22	-	*	23

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile -	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	44%	31%	n/a	n/a	n/a	28%	19%	38%	45%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	n/a	n/a	n/a	40%	33%	48%	54%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	72%	66%	n/a	n/a	n/a	64%	60%	69%	73%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3	3	3					
2026 % at Meets GL Standard or Above	52%	49%	78%	92%	32%	45%	21%	41%	54%	41%	29%	-	*	30%
2026 # at Meets GL Standard or Above	514	445	69	116	104	187	36	7	436	78	7	-	*	7
2026 Total Tests (Adjusted)	993	905	88	126	325	416	175	17	804	189	24	-	*	23
2025 % at Meets GL Standard or Above	52%	48%	79%	96%	32%	41%	23%	--	52%	51%	36%	--	--	43%
Mathematics 2026 Target	47%	35%	n/a	n/a	n/a	36%	22%	44%	49%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	46%	n/a	n/a	n/a	47%	34%	53%	58%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	74%	68%	n/a	n/a	n/a	68%	61%	72%	75%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	2	3				3	3	0	2					
2026 % at Meets GL Standard or Above	43%	40%	69%	89%	31%	37%	21%	41%	45%	35%	13%	-	*	13%
2026 # at Meets GL Standard or Above	425	364	61	111	100	154	37	7	360	65	3	-	*	3
2026 Total Tests (Adjusted)	989	901	88	125	325	415	174	17	801	188	24	-	*	23
2025 % at Meets GL Standard or Above	35%	32%	58%	81%	19%	25%	24%	--	36%	30%	27%	--	--	29%
Academic Growth Status														
RLA 2026 Target	63%	58%	n/a	n/a	n/a	57%	43%	61%	64%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	73%	68%	n/a	n/a	n/a	67%	53%	71%	74%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	93%	88%	n/a	n/a	n/a	87%	73%	91%	94%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3	0	3					
2026 Academic Growth Score	65%	63%	83%	85%	54%	60%	43%	53%	66%	56%	37%	-	*	39%
2026 Growth Points	635.25	562.00	73.25	107.50	174.00	247.50	74.00	8.50	532.00	103.25	8.50	-	*	8.50
2026 Total Tests	984	896	88	126	324	415	172	16	801	183	23	-	*	22
2025 Academic Growth Score	66%	65%	75%	90%	56%	61%	50%	--	67%	61%	59%	--	--	61%
Mathematics 2026 Target	67%	62%	n/a	n/a	n/a	62%	50%	66%	67%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	72%	n/a	n/a	n/a	72%	60%	76%	76%	n/a	n/a	n/a	n/a	n/a

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 LYNDON B JOHNSON MIDDLE (108909043) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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
2026 % at Approaches GL Standard or Above	70%	68%	84%	99%	55%	63%	40%	53%	71%	64%	37%	-	*	39%
2026 % at Meets GL Standard or Above	47%	45%	71%	89%	30%	40%	22%	39%	49%	39%	22%	-	*	23%
2026 % at Masters GL Standard	26%	23%	50%	66%	12%	19%	14%	22%	27%	22%	7%	-	*	7%
2026 Total Tests	2,601	2,357	244	315	854	1,093	445	36	2,107	494	60	-	*	56
2025 STAAR Component Score	43	41	63	81	29	36	29	--	44	42	31	--	--	37
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%	99%	100%	100%	100%	100%	-	*	100%
# Participants	1,044	954	90	127	346	438	191	17	825	219	31	-	*	27
Total Students	1,045	955	90	127	347	439	192	17	825	220	31	-	*	27
Mathematics														
% Participation	100%	100%	100%	99%	100%	100%	99%	100%	100%	99%	100%	-	*	100%
# Participants	1,038	948	90	126	344	435	190	17	822	216	32	-	*	28
Total Students	1,042	952	90	127	345	437	191	17	824	218	32	-	*	28

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

+ Ever HS EBs are included in the Federal Graduation Rate.

- Indicates there are no students in the group.

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

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

-- Indicates that the student group did not meet minimum size in the prior year.

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

AREA LEADS: Dr. Diamantina Garcia



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

LBJ Middle School 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's 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 with 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 52%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above is at 49%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above at 32%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above at 21%.
- 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 43%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above at 31%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 21%.

Goal Area 1: Student Achievement**Annual Goal 1: Student Achievement**

By the end of the current academic year, student achievement will improve from an average score of 79 (a C grade) to 84, 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 Reading Language Arts (RLA): Increase literacy levels across 6-8 RLA using research-based PD and effective resources such as Study Sync, Quill, Bean Stack, Nearpod, Summit K-12, No Red Ink, and Teacher Made.

Strategy 1: RLA teachers will utilize the blended learning model and CIF strategies (listening and speaking) to provide interventions and support in the 6-8 classroom.

Timeline: September 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, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Analyze District Curriculum to modify and adjust to our campus strengths and weaknesses
- Utilize diagnostics such as Writing Portfolios, STAAR results to identify areas of weakness and adjust
- Meet and plan during PLC on Monday, Tuesday, and Thursday to adjust curriculum as a result of formal and informal data
- Utilize platforms such as Quill, No Red Ink, EdPuzzle, iReady to provide individualized instruction and intervention

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 • Jane Schaffer Writing Program (JSWP) Method/Resources • Bean Stack • Library Books	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists • Virtual Online Book (Study Sync) • Fluency Comprehension Reports • Completed Graphic	• Student Achievement gains on the STAAR • TELPAS • Results Driven Accountability • Reports • Walk-through Feedback Notes • Formal Observations Post Conference • Study Sync Reports • DMAC/Cambium Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • Weekly Study Sync Reports • New STAAR Practice Testing

• MackinVIA • Implementation of CIF Protocols • StudySync (McGraw Hill) • Pacing Guides • Novels • NearPod • Flocabulary • Summit K-12 • Brain Pop • No Red Ink • Reading by Design • Learning.com • IXL • Blooket • Gimkit • Quill • Wayground (Quizzes) • Learning Ally • EdPuzzle • Canva • Peardeck • Padlet • Wakelet • Curipod • Kahoot • Boodle • Zinc • Classwise • Professional Development from outside campus personnel • Support from Regional ESC • Enrichment Camps	• Organizers/Thinking Maps • T-TESS Artifacts		
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• Instructional Supplies: binders, green/blue/red/black pens, Crayola, colors, paper, notebooks, manilla folders, composition notebooks, pocket folders, paint, craft sticks, index/cards, paper, scissors, ruler, pencils, erasers, tape, calculators, construction paper, paperclips, glue sticks, liners, binders, notebook, markers • PSJA Warehouse • PSJA Printshop • Cop graphics, Canon • Amazon • Technology equipment: ink, toner, canon heavyweight coated paper, power strip tower surge protector • Student Chromebooks • Scholastic Scope			
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Goal Area 1: Student Achievement

Strategy 2 RLA: RLA teachers will continue to implement research based professional development on the STAAR ECR/SCR Rubric Calibration and Feedback.

Timeline: August 2026 – June 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, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Utilize the STAAR Redesign Short Constructed response book as a guide to implement the JSWP model
- Analyze the STAAR writing samples and rubric
- Analyze writing portfolios and student progress during PLC

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Jane Schaffer Writing Program • Pacing Guides • Curriculum • DMAC/Cambium Data • RLA Writing Portfolios • Class wise • Summit K-12	• Writing Portfolios • Weekly Assessments • Benchmarks • Lesson Plans • Walkthroughs • Virtual Online Book (Study Sync) • Completed Graphic Organizers/Thinking Maps • T-TESS Artifacts • Writing Essay Checklist	• Student Achievement gains on the STAAR • Results Driven Accountability • Reports • Walk-through Feedback Notes • Formal Observations Post Conference • Study Sync Reports • DMAC/Cambium Reports • TELPAS results in Reading/Writing	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures (SGM's) • Weekly Essays • Informal Quizzes/Test

Goal Area 1: Student Achievement

OBJECTIVE 1 Academic Growth RLA: Increase literacy levels across 6-8 RLA using research-based PD and effective resources such as Study Sync, Quill, Bean Stack, Nearpod, Summit K-12, No Red Ink, and Teacher Made.

Strategy 1: RLA teachers will utilize the blended learning model and CIF strategies (listening and speaking) to provide interventions and support in the 6-8 classroom.

Timeline: August 2026 – June 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, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Analyze District Curriculum to modify and adjust to our campus strengths and weaknesses
- Utilize diagnostics such as Writing Portfolios, STAAR results to identify areas of weakness and adjust
- Meet and plan during PLC on Monday, Tuesday, and Thursday to adjust curriculum because of formal and informal data
- Utilize platforms such as Quill, No Red Ink, Ed Puzzle, iReady to provide individualized instruction and intervention

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Jane Schaffer Writing Program • Pacing Guides • Library Books • Novels • Implementation of CIF protocols • Mackin VIA • IReady • Bean Stack • Study Sync (McGraw Hill) • Curriculum • Nearpod • Flocabulary • Gim Kit • Dictionaries • IXL • Blookit • Learning.com • BrainPOP	• Curriculum documents • Lesson plans with annotations • Walk-through documents • Lesson Internalization checklists • Virtual Online Book (Study Sync) • Fluency Comprehension Reports • Completed Graphic Organizers/Thinking Maps • T-TESS Artifacts • IReady Reports	• Student Achievement gains on the STAAR • Beanstalk Reports • Walk-through Feedback (notes) • Formal Observations Post-Conference • Study Sync Reports • DMAC/Cambium Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • Weekly Study Sync Reports

• No Red Ink • Reading by Design • Curi pod • Kahoot • Padlet • Quill • Zinc • Pear deck • Learning Ally • Edpuzzle • Wayground • Boddle • DMAC/Cambium Data • RLA Writing Portfolios • Classwise • Summit K-12 • Enrichment Camps • Student Chromebooks • Scholastic Scope			
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Goal Area 1: Student Achievement

Strategy 2 Academic Growth RLA: RLA teachers will continue to implement research based professional development on the STAAR ECR/SCR rubric calibration and feedback with the SCR enabling a true vertical, horizontal and cross-curricular initiative.

Timeline: August 2026 – June 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Utilize the STAAR redesign short constructed response book as a guide to implement the JSWP model
- Analyze the STAAR writing samples and rubric
- Continue to implement and refine JSWP
- Analyze writing portfolios and student progress during PLC

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Jane Schaffer Writing Program • DMAC/Cambium Data • RLA Writing Portfolios	• Writing Portfolios • Weekly Assessments • Benchmarks • Lesson Plans • Walkthroughs • Virtual Online Book (Study Sync) • Completed Graphic Organizers/Thinking Maps • T-TESS Artifacts • Writing Essay Checklist	• Student Achievement gains on the STAAR • Beanstalk Reports • Walk-through Feedback (notes) • Formal Observations Post-Conference • Study Sync Reports • DMAC/Cambium Reports	• Weekly Essays • Benchmarks [BM's] • STAAR • TELPAS • Informal Quizzes/Tests • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Student Achievement**Annual Goal: Accelerated Instruction**

By the end of the current academic year, students that failed Reading STAAR will participate in accelerated instruction classes for Reading Language Arts.

OBJECTIVE 1 RLA : Students in the RLA Accelerated Instruction class will increase 5% their performance on the 2027 Reading STAAR.

Strategy 1: Identify students who require intensive intervention in Reading Language Arts based on assessment data and develop a tiered

intervention system with multiple levels of support based on student need.

Timeline: August 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, Librarian, Inclusion Teachers, Accelerated Literacy Teachers, Diagnostician

Action Steps:

- **Develop individualized instruction plans for students based on their assessment results**
- **Create a schedule for differentiated instruction, including small-group instruction and use of varied Reading Language Arts resources**
- **Assign a teacher for interventions and pullouts in Reading Language Arts**

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Jane Schaffer Writing Program • Pacing Guides • Library Books • Novels • Implementation of CIF protocols • Mackin VIA • IReady • bean stack • Study Sync (McGraw Hill) • Curriculum • Nearpod • Flocabulary • GimKit • dictionaries • IXL • Blookit • Learning.com • BrainPOP • No Red Ink • Reading by Design • Curipod • Kahoot	• Curriculum documents • Lesson plans with annotations • Walk-through documents • Lesson Internalization checklists • Virtual Online Book (Study Sync) • Fluency Comprehension Reports • Completed Graphic Organizers/Thinking Maps • T-TESS Artifacts • IReady Reports • Master Schedule • Teacher Rosters	• Student Achievement gains on the STAAR • Walk-through Feedback (notes) • Formal Observations Post-Conference • Study Sync Reports • DMAC/Cambium Reports • IXL Reports • IReady Reports • Interventions • Diagnostic Tests	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • Weekly Study Sync Reports • Informal Quizzes/Test

• Padlet • Quill • Zinc • Peardeck • Learning Ally • Edpuzzle • Wayground • Boddle • DMAC/Cambium Data • RLA Writing Portfolios • Class wise • Summit K-12 • Word walls • Agile mind • Edulastic • Enrichment Camps • Student Chromebooks • Scholastic Scope			
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Goal Area 1: Student Achievement

OBJECTIVE 2 Mathematics: The percentage of students at the meets level will increase by 5% every benchmark throughout the 2026-2027 academic school year.

Strategy 1: Math teachers will utilize the district curriculum Bluebonnet and Individualized Plans with fidelity, Accelerated Learning, Tutoring, Integrating Technology, and Blended Learning

Timeline: August 2026 – June 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, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Analyze and disaggregate data to develop individualized plans.
- Utilize intentional grouping in class and during tutoring sessions.
- Meet and plan during PLC on Monday, Tuesday, and Thursday to adjust curriculum as a result of formal and informal data.
- Internalize Bluebonnet lessons and materials during prescriptive teacher planning time.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Bluebonnet Learning Curriculum • Blended Learning • Canon copier monthly service and lease: Copy graphics • DMAC • Mathia • Leadership & Instructional Foundations of Texas (LIFT) • STAAR Formatted resources • TI-Nspire Calculators, Software and licenses, and Navigator System • Student Incentives • I-Ready • State and local student data • Campus based progress monitoring system • Implementation of CIF Protocols • Pacing Guides • NearPod • IXL • Blooket • Gimkit • Wayground (Quizzes)	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists • Virtual Online Book • Completed Graphic Organizers/Thinking Maps • T-TESS Artifacts • Mathia Results • Blended Learning	• Student Achievement gains on the STAAR • Results Driven Accountability • District and State Assessment Reports • Walk-through Feedback Notes • Formal Observations • Post Conference • DMAC/Cambium Reports	• Formative assessments • Benchmarks [BMs] • STAAR/EOC Assessments • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • IXL Diagnostic

• EdPuzzle • Canva • Peardeck • Padlet • Wakelet • Curipod • Kahoot • Boodle • Classwise • Professional Development from outside campus personnel • Support from Regional ESC • Enrichment Camps • Instructional Supplies: binders, crayola, colors, paper, notebooks, manilla folders, composition notebooks, pocket folders, patty paper, paint, craft sticks, K8 counters, tiles, index/cards, paper scissors, protractors, compass, ruler, pencils, erasers, tape, calculators, stopwatch, construction paper, paperclips, glue sticks, three-hole ruler, liners, dice, cups, binders, notebook, markers • Technology equipment: ink, toner, canon			
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heavyweight coated paper, power strip tower surge protector • Student Chromebooks			
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Goal Area 1: Student Achievement

Strategy 2 Mathematics: Provide professional development for teachers and co-teachers assigned to the areas of math to deliver instruction at the meets and masters level.

Timeline: August 2026 – June 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, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms.
- Conduct surveys for teachers to inform further professional development opportunities of preference.
- Provide specific instructional training for co-teachers to best serve special education students when online or with class support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Bluebonnet Learning PD's • Mathematics Teaching	• Writing Portfolios • Weekly Assessments • Benchmarks	• Student Achievement gains on the STAAR • Beanstalk Reports	• Weekly Essays • Benchmarks [BMs] • STAAR

(CAMT) - National Council of Teachers of Mathematics (NCTM) - Teachers Teaching with Technology (TI3) Professional Development - DMAC/Cambium PD's - STAAR Release Assessments	- Lesson Plans - Walkthroughs - Virtual Online Book (Study Sync) - Completed Graphic Organizers/Thinking Maps - T-TESS Artifacts - Writing Essay Checklist	- Walk-through Feedback (notes) - Formal Observations Post-Conference - Study Sync Reports - DMAC/Cambium Reports	- TELPAS - Informal Quizzes/Tests - Student Growth Measures [SGMs] Pre/Post Test
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Goal Area 1: Student Achievement

OBJECTIVE 2 Academic Growth Mathematics: The teachers will continue to implement research based HQIM to attain growth measures on the STAAR assessment enabling a true vertical, horizontal and cross-curricular initiative.

Strategy 1 Mathematics: Math teachers will use district approved curriculum for teaching assignments to match the needs of the grade level and content expertise.

Timeline: August 2026 – June 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, Librarian, Inclusion Teachers, Accelerated Math Teachers

Action Steps:

- Reassign teachers to grade levels based on needs.
- Ensure that our Accelerated Math classrooms are focused on accelerated learners.
- Provide time for teacher feedback sessions with students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Bluebonnet Learning Curriculum	Weekly Assessments	Student Achievement gains on the STAAR	Benchmarks [BM's]

• DMAC/Cambium Data • Master Schedule • IXL • IReady • Flex Diagnostic	• Benchmarks • Lesson Plans • Walkthroughs • Completed Graphic Organizers/Thinking Maps • T-TESS Artifacts	• Walk-through Feedback (notes) • Formal Observations Post-Conference • IXL Diagnostic Reports • DMAC/Cambium Reports • Flex Diagnostic • PLC documents and observations	• STAAR • Informal Quizzes/Tests • Student Growth Measures [SGMs] Pre/Post Test
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Goal Area 1: Student Achievement

Annual Goal: Accelerated Instruction

By the end of the current academic year, students that failed Math STAAR will participate in Accelerated instruction classes for Mathematics.

OBJECTIVE 2 Mathematics : Students in the Math Accelerated Instruction class will increase 5% their performance on the 2027 Math STAAR Assessment.

Strategy 1: Identify students who require intensive intervention in Math based on assessment data and develop a tiered intervention system with multiple levels of support based on student need.

Timeline: August 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, Librarian, Inclusion Teachers, Accelerated Literacy Teachers, Diagnostician

Action Steps:

- **Develop individualized instruction plans for students based on their assessment results.**
- **Create a schedule for differentiated instruction, including small-group instruction and use of varied mathematics resources.**
- **Assign a teacher for interventions and pullouts in Mathematics.**

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• Pacing Guides • Implementation of CIF protocols • IReady • Curriculum • Nearpod • Flocabulary • GimKit • IXL • Blookit • Learning.com • BrainPOP • Curipod • Kahoot • Padlet • Quill • Zinc • Peardeck • Learning Ally • Edpuzzle • Wayground • Boddle • DMAC/Cambium Data • Class wise • T-inspire Calculators • Word walls • Agile mind • Edulastic • Enrichment Camps • Student Chromebooks	• Curriculum documents • Lesson plans with annotations • Walk-through documents • Lesson Internalization checklists • Virtual Online Book (Study Sync) • Fluency Comprehension Reports • Completed Graphic Organizers/Thinking Maps • T-TESS Artifacts • IReady Reports • Master Schedule • Teacher Rosters	• Student Achievement gains on the STAAR • Walk-through Feedback (notes) • Formal Observations Post-Conference • Study Sync Reports • DMAC/Cambium Reports • IXL Reports • IReady Reports • Interventions • Diagnostic Tests	• Formative assessments • Benchmarks [BMs] • STAAR • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • Weekly Study Sync Reports • Informal Quizzes/Test
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Goal Area 1: Student Achievement

Annual Goal : Students achieving at MEETS level in the Grade 8 Social Studies will increase from 28% to 33% as measured by the 2027 STAAR Assessment.

OBJECTIVE 3 Social Studies: The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 5%.

Strategy 1: Implement blended learning

Timeline: August-June

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, teachers (all grade-levels), students, CLF

Action Steps:

- Create/modify lessons to allow time to implement at least once a week.
- Differentiate resources to meet the needs of targeted groups.
- Teacher collaboration to create differentiated activities to target each student level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum • Lead 4 ward Field Guide • Lowman Consulting • Vocabulary Word Wall • Classroom timeline • Google Sites • Interactive Student Notebook (ISN) • IXL platform • TCMPC	• Walkthroughs • IXL usage reports • Individual student report • Blended learning rubric	• Formal or Informal Assessments • Student data • Progress monitoring checkpoints	• Entry & Exit Tickets • Informal assessments • Short Constructed responses and student work

Goal Area 1: Student Achievement

OBJECTIVE 3 Social Studies: The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 5%.

Strategy 2: Implementation of TCMPC for social studies to address DOK and ensure student growth by lesson internalization.

Timeline: August-June

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, teachers (all grade levels), Sped co-teachers, students, CLF

Action Steps:

- Desegregation of DMAC student reports
- Review and deep drive through District and State resources including TCMPC, DOK chart
- Collaborate and review YAG and pacing guide to accommodate TCMPC and adapt lesson internalization.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TCMPC • District Sites • Social Studies Blueprints • Interactive Student Notebook • Descriptors • DOK • 1in 3-ring binder 6th, 7th and 8th • Flash cards • Pencils • Binder Rings • Cardstock • File Folders • Sheet Protectors • Highlighters • Class sets of fine tip Crayola markers • Laminating sheets	• Through walkthroughs • Question stems • Entry/Exit Ticket • SCRs • Lesson Plans • Student work	• Formal or Informal Assessments • Student Projects • Student work • Student Progress Monitoring Sheet	• Walkthroughs • Assessments • Benchmarks • STAAR Assessment • Entry & Exit Tickets • Short Constructed responses • Wayground • Gamification

Goal Area 1: Student Achievement

OBJECTIVE 3 Social Studies: The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 5%.

Strategy 3: Incorporate Social Studies STAAR study guides (Bluebooks) to enhance instructional strategies by scaffolding to improve student growth and achievement.

Timeline: August-June

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, teachers (all grade-levels), Sped co-teachers, students, CLF

Action Steps:

- Carve out time during the lesson cycle for independent practice using the Bluebooks

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lowman education and frequency chart • District provided resources • State released items • State blueprints • Canva • Quizzes • Campus created grade-level resources • Interactive Student Notebook	• Walkthroughs • Formal/ Informal TTESS observations • Lesson Plans • Progress Monitoring of action plan per student per reporting period • Student work	• Formal/Informal Assessments • Student progress • Student progress monitoring sheet	• Entry & Exit Tickets • Assessments • Benchmarks • STAAR Assessment • Pear Assessment

Goal Area 1: Student Achievement

OBJECTIVE 3 Social Studies: The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 5%.

Strategy 4: Incorporate Student profile sheets to track student progress and hold students accountable for their growth with regular check-ins.

Timeline: August-June

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, teachers (all grade-levels), Sped co-teachers, students, CLF

Action Steps:

- Personalize intervention action plans for students according to learning gaps found in former and current assessment data.
- Utilize these intervention action plans for homework, during instruction, tutoring, and/or Lock-in period
- Progress monitoring of intervention action plan per student per assessment
- Attend professional development in the implementation of intervention action plans for students.
- Guide students to create their goals for assessments using interactive action plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• DMAC Targeted skills report. • DMAC TEKS report • Progress monitoring sheets. • ERAs storyboard sheet breakdown. • Interactive Student Notebook	• Walkthroughs • TTESS Formal/ Informal Walkthroughs • Lesson Plans • Progress Monitoring Sheets • ERAs storyboard sheet breakdown. • Interactive Student Notebook	• Formal/Informal Assessments • Students informed of personal and campus goal	• Entry &Exit Tickets • Assessments • Benchmarks • STAAR Assessment • Pear Assessment

Annual Goal 1: Student Achievement

OBJECTIVE 4 Science: By the end of the 2026-2027 academic year, our Grade 8 Science students will aim to increase the percentage of students scoring Approaches level and above on the STAAR Science Assessment from 82% to 87%.

Strategy 1: Teachers will regularly evaluate assessment data and track students' progress toward the goal, adapting instructional strategies as needed based on data insights to promote ongoing improvement.

Science teachers will utilize the blended learning model and CIF strategies (listening and speaking) to provide interventions and support in the classroom.

Timeline: August 2026 – June 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, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Analyze District Curriculum to modify and adjust to our campus strengths and weaknesses
- Utilize diagnostics STAAR results to identify areas of weakness and adjust
- Meet and plan during PLC on Monday, Tuesday, and Thursday to adjust curriculum as a result of formal and informal data
- Utilize platforms to provide individualized instruction and intervention

Resources	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
<u>District Resources:</u> - Google Classroom - SAVVAS - Summit K-12 - District Curriculum - DMAC - Cambium - Progress Monitoring Tracker - Flocabulary <u>Campus Resources:</u> - Blooket - Gimkit <u>Recommended Resources:</u> - Quizizz - Quizlet - Kahoot - STAAR Review Science Booklet - Lead 4Ward - Carolinas Perfect Solution Bullfrog 6' - Instructional supplies: foil, water, bags, markers, pencils, cardstock, glue, clips, ruler, notes, tape, tennis balls, bowling balls, basketball, cups, balloons, pouches, glue gun, beads, spray, salt and pepper, metal washers, toy cars, dominoes, Velcro, bandana, laminating pouches, glitter, strip, cotton balls, glue sticks, sequins & spangles, straws, rope, Jenga, Crayola, scissors, sandbag, sticks, paper towels, markers, candy, toothpicks, Ziploc, potting mix, candy, syrup, marshmallows, salt, shaving cream, marble, plastic sheets, baking soda, glitter, thermometer, balloons, water, beads, toaster oven, coverslips, plastic, staining solutions - Paper - Flinn Scientific - tester, hammer, wire, sulfur, vinegar, sticks giant classroom timer - Canon heavyweight coated paper rolls for poster machine - Summit K12 Dynamic Science	- Walkthroughs - DMAC/Peer Assessment/ Cambium Reports - Department meeting agendas - Grade Level meeting agendas - Progress Monitoring Reports	- Walk-throughs feedback notes - Assessment reports	- Weekly Exams - Unit Exams - CBAs - Benchmarks - STAAR - Entry & Exit Tickets

Goal Area 1: Student Achievement

Annual Goal: Students will increase the percentage of students receiving a 3 or higher on the AP Spanish Language and Cultures exam by 10% with a 39% to a

49%.

OBJECTIVE 5 Advanced Placement Performance (AP testing): Increase the number of students that receive college hours in Spanish before reaching High School.

Strategy 1: Integrate AP classroom resources into lesson plans focusing on the tasks in the free response section of the exam.

Timeline: August 2026 - June 2027

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

Persons Responsible: Executive Officers, School administration, Spanish AP teachers (all grade-levels), students, CIT, AP Coordinator, Dual Language Paired Teacher

Action Steps:

- Meet biweekly with the teacher to discuss AP classroom integration.
- Review lesson plans weekly.
- Provide data after benchmarks to students and provide feedback to prepare for AP exam.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• DMAC report. • Progress monitoring • District Curriculum • Headsets • Student Chromebooks • CDW-G LLC	• Walkthroughs • TTESS Formal • Lesson Plans • Progress Monitoring Sheets • Usage Reports	• Formal/Informal Assessments • Students informed of personal and campus goal • Students speaking in the classroom • AP Classroom Reports • Lesson Plan updates	• Entry & Exit Tickets • AP Exam • District Benchmarks

AREA LEADS: Lorena Ramos



GOAL AREA 2: Student Supports
Areas Reviewed: Student Performance

Strengths

Lyndon B. Johnson Middle School provides the teachers with a standard-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.
- 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.

- SPED students show a 3% drop in performance in Reading & Math 2025-2026 across **Meets, and Masters** levels.
- Low Masters-Level Performance
- Meets & Masters levels for SPED students are consistently in single digits in 2026:
 - 6th Math: 0% 6th Reading: 1%
 - 7th Math: 0% 7th Reading: Less than 1%
 - 8th Math: 3% 8th Reading: 2% 8th Science: 47% 8th Social Studies: 6%
- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Meets Grade Level Standard or Above was at 73%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 60%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 53%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 36%.

Goal Area 2: Student Support

Annual Goal 1: Student Support Emergent Bilinguals – TELPAS Composite Score

By the end of the current academic year, composite score on state assessment TELPAS will improve from an average score of 30 to 35, demonstrating a 5% increase. This improvement will be measured through standardized assessments and 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 Emergent Bilinguals: Students will show growth in the composite score to show language improvement specifically in the writing and speaking domains.

Strategy 1: Identify, collect, and analyze trend data to monitor student progress.

Timeline: August 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, Elective teachers, CLL, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Provide professional development time for teachers to gather individual student data from DMAC
- Create individual progress monitoring plans for students
- Check plans every grading period to monitor the teacher implementation

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

Goal Area 2: Student Support - Emergent Bilingual Students

Strategy 2: Integrate speaking and writing strategies and tasks in ALL content and elective classes with multiple opportunities in the lesson.

Timeline: September 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, Elective teachers, CLL, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Sheltered Instruction Observation Protocol (SIOP) Strategies • S3 Strategies • CIF Protocols • TELPAS Results • Individualized Plans • Summit K-12 • District Curriculum	• Individualized student portfolios • Walkthroughs • Lesson Plans • Formal Observations and Artifacts • PLC Meeting Minutes	• Progress and grade reports • Summit K-12 reports • Benchmark performance • Increased writing and speaking performance on benchmarks	• Summit K-12 Benchmarks • TELPAS Results • Informal Quizzes/Test • District Benchmarks

Goal Area 2: Student Supports

OBJECTIVE 2 Special Education: The percent of special education students at meets level in reading and math on the 2027 STAAR ill increase by 5% by June 2027.

Strategy 1: Use Progress Monitoring Tools and Strategies 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, Elective teachers, CLL, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Schedule professional development for teachers on how to effectively implement differentiating instructional strategies
- Advocate for Special Education students to increase the students' participation and motivation

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

Goal Area 2: Student Supports

OBJECTIVE 2 Special Education: The percent of special education students at meets level in reading and math on the 2027 STAAR ill increase by 5% by June 2027.

Strategy 2: Implement various strategies to develop reading comprehension and fluency as well as mathematics content mastery.

Timeline: September 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, Elective teachers, CLL, Librarian, Inclusion Teachers, Accelerated Literacy Teachers

Action Steps:

- Assess inventory of books and audiobooks in all genres for reading strategies
- Schedule professional development for teachers on how to implement virtual platforms and online reading strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• DMAC • Reading by Design (RBD) • IXL • IXL Math • Implementation of CIF protocols • Individualized Plans • Word walls • Google Classroom • Beanstack • Immersive Reader • MackinVIA • Unique • Inclusion Works • Special Education Institute • iReady	• Lesson plans • Walkthroughs • Formal observations and Artifacts • PLC minutes and agenda • Peer Tutoring • Chunking • Expert Groups • Literacy Groups • Choral Reading • Voice to Text • Text to Speech • 3-part Blended Personalized Learning Model Rotations	• Walk-through feedback and notes • Progress and grade reports • Individualized Reports • IReady Diagnostic Reports • IXL Diagnostic Reports	• Walk-through feedback and notes • District Benchmarks • State assessments • STAAR

Goal Area 2: Student Support – Instructional Technology

Objective 5 Instructional Technology: By the end of the 2026-2027 school year, we will effectively integrate instructional technology into teaching and learning practices, resulting in a 20% increase in student engagement and achievement across all subject areas.

Strategy 1: Design and implement technology-enhanced lessons and projects that align with curriculum standards and learning objectives.

Timeline: August 2026 - June 2027

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

Persons Responsible: Teachers (all grade-levels), Special Education Co-Teachers, Students, CLL, Campus Information Technology (CIT), Campus Administrators

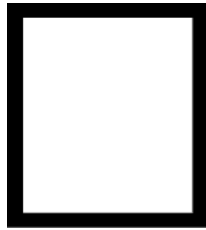
Action Steps:

- Conduct a thorough assessment of the technological needs of teachers and students.
- Identify areas where technology integration can have the most significant impact on teaching and learning.
- Allocate necessary resources to provide access to instructional technology tools and applications for both teachers and students.
- Encourage teachers to develop and share innovative strategies for integrating technology effectively.
- Collect and analyze data on student engagement, achievement, and technology usage to evaluate the effectiveness of instructional technology integration.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District approved technology resources	• Walkthroughs • TTESS Formal/ Informal Walkthroughs • Lesson Plans • Usage Reports	• Formal/Informal Assessments • DMAC/Cambium Reports • Walk-through Feedback and Notes	• Weekly Reports • Assessments • Benchmarks • STAAR Assessment • SGM's

AREA LEADS: Taryn Palacios



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

Lyndon B. Johnson Middle School provides the teachers with a standard-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.
- 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

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- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 36%.

Goal Area 3: Leadership Growth

Annual Goal 1: Leverage multiple opportunities in every staff member to take control of their learning, seek feedback, and practice social-emotional learning skills.

Objective 1: We will build staff leaders in every campus department to enhance the experience of every member of our school community.

Strategy 1: Adopt and embed CASEL Standards into every classroom and office to equip all staff with socio-emotional skills.

Timeline: August 2026-June 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, teachers (all grade levels), Sped co-teachers, students, CLF

Action Steps:

- Internalize the CASEL Framework with the leadership team.
- Create a timeline of standards of focus for the school year.

- Embed skills and standards in TCLC presentations.
- Provide professional learning for teachers through our sustainability team.
- Send staff surveys to monitor impact. Then analyze results as a leadership team.

Resources	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
- CASEL Framework - Lesson Plans - Counseling Curriculum - Weekly Newsletter - Posters - Laminating Machine	- Posters in every classroom - CASEL Standards reference in all principal communication - TCLC presentations and Minutes - Weekly schedule of CASEL Focus	- Adaptable teachers and students - Improved campus climate and culture - Positive survey responses	- Surveys - Walkthroughs

Goal Area 3: Leadership Growth

Annual Goal 1: Leverage multiple opportunities in every staff member to take control of their learning, seek feedback, and practice social-emotional learning skills.

Objective 1: We will build staff leaders in every campus department to enhance the experience of every member of our school community.

Strategy 2: Allow opportunities for teachers to participate in instructional leadership and curriculum creation.

Adopt and embed CASEL Standards into every classroom and office to equip all staff with socio-emotional skills.

Timeline: August 2026-June 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, teachers (all grade levels), Sped co-teachers, students, CLF

Action Steps:

- Allow teachers to participate in summer curriculum writing.

- Be instructional leaders in the PLC sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
- TEKS - Curricular Resources	- Hours - Enhanced Curriculum - Presentations	- Engaging Curriculum - Improved growth percentages in STAAR	- STAAR

Goal Area 3: Leadership Growth

Annual Goal 1: Leverage multiple opportunities in every staff member to take control of their learning, seek feedback, and practice social-emotional learning skills.

Objective 1: We will build staff leaders in every campus department to enhance the experience of every member of our school community.

Strategy 3: Implement a Weekly Planning Support System

Timeline: August 2026 – June 2027

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

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

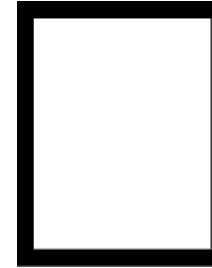
Action Steps:

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

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

AREA LEADS: Dr. Jose Montelongo





GOAL AREA 4: Family & Community

Areas Reviewed: Student Performance

Strengths

Lyndon B. Johnson Middle School provides the teachers with a standard-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.
- 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.

- SPED students show a 3% drop in performance in Reading & Math 2025-2026 across Meets, and Masters levels.
- Low Masters-Level Performance
- Meets & Masters levels for SPED students are consistently in single digits in 2026:
 - 6th Math: 0% 6th Reading: 1%
 - 7th Math: 0% 7th Reading: Less than 1%
 - 8th Math: 3% 8th Reading: 2% 8th Science: 47% 8th Social Studies: 6%
- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Meets Grade Level Standard or Above was at 73%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 60%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 53%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 36%.

Goal Area 4: Family and Community

Annual Goal 1 Attendance: Reach the middle school campus goal of 95% monthly and at the end of the school year

OBJECTIVE 1 : Increase student attendance to have students receive instruction from a highly qualified teacher, bring them closer to school resources, and minimize truant students.

Strategy 1: Establish a campus attendance committee

Timeline: August 2026 – June 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:

- Meet monthly on the second Tuesday to discuss trends, focus students, incentives, procedures, etc.
- Communicate with the community through our social media platform

Resources	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
- Staff ADA Roster	Committee form submitted to	Attendance goals met daily and yearly.	Weekly Report Trends

	SharePoint		
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Goal Area 4: Family and Community

Annual Goal 1 Attendance: Reach the middle school campus goal of 95% monthly and at the end of the school year

OBJECTIVE 1 : Increase student attendance to have students receive instruction from a highly qualified teacher, bring them closer to school resources, and minimize truant students.

Strategy 2: Use a daily morning call team to reach out to the students absent 2nd period and tardy sweep.

Timeline: August 2026 – June 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:

- Assemble morning call team with members that have access to school and an office phone
- Remind teachers to update attendance at the beginning of 2nd period
- Run absence report and share with the calling team
- Annotate in the excel spreadsheet
- Present findings and trends to the attendance committee
 - **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 95%.
 - **Intervention Plans:**
Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
- TDPS - Office phones with long distance - Excel - eSchool	- Live Excel form with annotations - Teams group chat with members	- Decrease of student absences - Minimizing errors in attendance taking - Improved family perception in surveys	- TDPS reports - Daily attendance reports

Goal Area 4: Family Community

Annual Goal 2 Family Involvement: *Family involvement and interaction with their child's school will increase by 30%*

Strategy 1: 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- August 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
Social Media District • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	•Monthly Calendar •Sign-in sheets •Agendas •Brochure •Power Point •Invites •Photos of meetings	•Parents survey •Public Relations Data •Parent Feedback based on Chat One on One meetings •Accountability Report	•Survey results •Participation •Performance

Goal Area 4: Family Community

Strategy 2: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

Timeline: August 2026- June 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:

- **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 • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

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?	Lyndon B. Johnson Middle School is committed to our vision: Uniting our community to prepare adaptable, emotionally intelligent leaders for a competitive global society. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parents' feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education.

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

Family Trainings/ Activities	Family engagement training provides parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these 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 Secondary Campuses (September 2026 and March 2027} • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Cultural Family Night (September 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • Best Practice District Conference Showcase (October 2026) • National Parent Involvement Day (November 2026) • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Special Education Parent Conference (September 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026} • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027} • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027} • Attendance Meetings (October 2026) • Curriculum Meetings (December 2026) • Understanding Assessment Meetings (January 2027}
Curriculum	These are examples of curriculum implemented across our district. Please keep only those that apply to your campus, remove any that do not pertain to your school, and add any additional programs or initiatives specific to your campus. Lyndon B. Johnson utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System

	• Summit K-12 • Summit K-12 Science • Bluebonnet • AVID XL • Beanstack • Vocaroo • McGraw Hill • I-Ready • Blended Learning • Bluebonnet
Forms of Academic Assessments	Lyndon B. Johnson Middle School All students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Lyndon B. Johnson Middle School tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.
Ways to Request regular meetings	Lyndon B. Johnson Middle School values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Lyndon B. Johnson Middle School welcomes any ideas, feedback and/or concerns; we value each family in our school district.
Additional Parent Support	Lyndon B. Johnson Middle School values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

School-Parent Compact	The school's Responsibilities	The Guardian's Responsibilities	The students Responsibilities	On-Going Communication
	Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Implement team-oriented sessions offering literacy strategies for all parents. Host meetings covering a variety of relevant topics,	Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child's learning through ongoing dialogue, homework assistance, and active listening. Attend parent meetings where educational and extracurricular decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent–Teacher conferences and phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks

Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family.

This policy is also available in Spanish. (Esta política también está disponible en español.)

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

¿Qué es?	(Lyndon B. Johnson Middle School) está comprometida con nuestra visión: (ESCRIBA AQUÍ LA VISIÓN DE SU ESCUELA). Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada juntamente 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/	Mantenga solo aquellas que aplican a su plantel, elimine las que no correspondan e incluya actividades adicionales que involucren a los padres o

Actividades Para Familias	a la comunidad. Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche para Conocer al Maestro / Casa Abierta en escuelas secundarias (septiembre de 2026 y marzo de 2027). • Conferencias entre Padres y Maestros (todos los niveles escolares, de agosto de 2026 a mayo de 2027). • Noche Cultural Familiar (septiembre de 2026). • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2026). • Desfile del Listón Rojo (octubre de 2026). • Exposición Distrital de Programas (octubre de 2026). • Día Nacional de la Participación de los Padres (noviembre de 2026). • Reuniones del Comité Consultivo de Salud Escolar (SHAC) (noviembre de 2026, marzo de 2027 y mayo de 2027). • Conferencia para Padres de Educación Especial (septiembre de 2026). • Cafecitos con los Consejeros Escolares (septiembre de 2025 a mayo de 2027). • Posada Navideña Familiar (diciembre de 2026). • Reuniones del Consejo Consultivo del Distrito para Oficiales de Padres de todos los planteles (octubre y diciembre de 2026, y marzo de 2027). • Reuniones de Título I del Plantel (septiembre de 2026). • Reuniones para Revisar la Política del Plantel (noviembre de 2026). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2027). • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2027). • Reuniones sobre Asistencia Escolar (octubre de 2026). • Reuniones sobre el Currículo (diciembre de 2026). • Reuniones para Comprender las Evaluaciones Académicas (enero de 2027)
Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. (NOMBRE DE LA ESCUELA) utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • AVID XL • Beanstack • Vocaroo • McGraw Hill

	• I-Ready • Blended Learning • Bluebonnet
Formas de Evaluación Académica	Lyndon B. Johnson Middle School Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards (Lyndon B. Johnson Middle School) da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. (Lyndon B. Johnson Middle School) valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.
Apoyo Adicional para los Padres y las Familias	(Lyndon B. Johnson Middle School) reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.

Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	- Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. - Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases 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.	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. - Reportes de progreso cada tres semanas. - Boletas de calificaciones cada seis semanas.

Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA!

Esta política también está disponible en inglés.