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Pharr-San Juan-Alamo Independent School District
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2025-26 Campus Improvement Plan
PSJA Early College High School

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P.SJ.A I.S.D. Vision

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

P.SJ.A I.S.D. Mission

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

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

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

P.SJ.A I.S.D. Strategic Direction

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

STRATEGIC PLANNING BLUEPRINT
Opportunities for ALL

COLLEGE³
OUR VISION & MISSION

STUDENT OUTCOME GOALS

STRATEGIC PRIORITIES

| EFFECTIVE TEACHING & LEARNING SP 1 | STUDENT SUPPORTS SP 2 | LEADERSHIP GROWTH SP 3 | FAMILY & COMMUNITY EMPOWERMENT SP 4 |

STRATEGIC INITIATIVES

OUR PSJA FAMILY

STUDENT OUTCOME GOALS

Goal 1 — The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 45.5% (47% Reading, 44% Math) in January 2023 to 58% by June 2028.

Goal 2 — HB3 Early Childhood Literacy: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 43% in January 2023 to 55% by June 2028.

Goal 3 — HB3 Early Childhood Mathematics: The percent of 3rd grade students that score meets grade level or above on STAAR Mathematics will increase from 43% in January 2023 to 58% by June 2028.

Goal 4 — HB3 College, Career, and Military Readiness: The percent of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 91.2% in January 2023 to 100% by June 2028.

Goal 5 — The percentage of all students reporting positive learning experiences in the climate survey will increase from 81% in March 2024 to 90% by June 2028.

Goal 6 — The percentage of students identified as EB performing at Advanced High on TELPAS will increase from 14% in January 2023 to 18% by June 2028.

Source: 2023-2028 PSJA ISD Strategic Leadership Plan

Board of Education Goals

Goal Area 1: Effective Teaching and Learning

- Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% (50% Reading, 45% Math) in June 2024 to 50% by June 2025.
  - Objective 1: The percentage of students performing at meets grade level or above on STAAR reading/math 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.
  - Objective 2: The percentage of students performing at meets grade level or above on STAAR reading/math 3-8/EOC will increase through data-driven instruction.
  - Objective 3: The percentage of students performing at meets grade level or above on STAAR Reading/Math 3-8/EOC will increase through job-embedded instructional practices.
- Annual Goal 2: The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase by two percentage points by June 2025
  - Objective 1: The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.
  - Objective 2: The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase through data-driven instruction.
  - Objective 3: The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase through job-embedded instructional practices.
- Annual Goal 3: The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025.
  - Objective 1: The percentage of graduates who earn an industry certification will increase by June 2025.
  - Objective 2: The percentage of graduates who earn 3 hours of dual credit (RLA/Mathematics) or 9 hours in any subject will increase by June 2025.

Goal Area 2: Student Supports

- Annual Goal 1: The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in Academic Growth by June 2025.
  - Objective 1: The All-student group will meet the expected criteria Accelerated Learning. Students that did not meet standard at the Approaches or above level on the STAAR assessment for RLA and/or mathematics will receive the 15 or 30 hours of accelerated instruction in reading and mathematics by June 2025.
  - Objective 2: 100% of campus administrators will provide on-going instructional feedback to all teachers.
  - Objective 3: 100% of special education teachers will ensure that students' IEP plans outline their specific accommodations, and modifications for use during daily instruction and on state assessments.

- Annual Goal 2: By June 2025, 100% of the district dual language teachers will effectively implement dual language education in grades PK to 12th
  - Objective 1: All administrators will support and guide dual-language teachers in the implementation of dual-language education.
- Annual Goal 3: By June 2025, 33 out of the 39 campuses (85%) will meet their English Language Proficiency Target to show progress at the TELPAS Composite level.
  - Objective 1: All staff serving/mentoring Emergent Bilinguals will understand how to guide EBs to develop a plan to meet their TELPAS goals to impact progress at the composite level.
  - Objective 2: All staff serving Emergent Bilinguals will receive support/coaching/guidance on how to plan for and implement speaking and writing practices in daily instruction.

Goal Area 3: Leadership Growth

- Annual Goal 1: 100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2024-2025 School Year.
  - Objective 1: The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by September 2024.
  - Objective 2: Campus administrators will conduct weekly reviews of walk-through data to support teacher effectiveness.
  - Objective 3: Campus administrators will provide feedback and/or professional learning support within 1-3 days or as soon as possible to staff based on identified need.
- Annual Goal 2: 100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2024-2025 School Year.
  - Objective 1: The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by September 2024.

Goal Area 4: Family and Community Empowerment

- Annual Goal 1: By June 2025, district student attendance will increase from 95.089% to 95.50%.
  - Objective 1: By June 2025, 90% of parents will be informed about attendance state laws, district guidelines, and district goals.
- Annual Goal 2: By June 2025, the district's positive culture and climate will increase from 86% to 91% based on students' perception of staff-student relationships.
  - Objective 1: By June 2025, student social and emotional learning knowledge and skills will increase by 5%.
- Annual Goal 3: By June 2025, the district's positive culture and climate will increase from 61% to 71% based on teachers' perception of professional learning of Social Emotional Learning.
  - Objective 1: By June 2025, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.
- Annual Goal 4: By June 2025, the students' perception for their physical and psychological school safety will improve from 70% to 80%
  - Objective 1: By June 2025, 100% of the district will implement safety and violence prevention protocols that will increase school safety.
- Annual Goal 5: By June 2025, family engagement and their interaction with their child's school will

increase from 71% to 81%.

- ○ Objective 1: By June 2025, 75% of parents will participate in informational and training sessions.

Executive Summary

School Name: PSJA Early College High School
Principal: Dr. Rowdy Vela

School Profile:
PSJA Early College High School (PSJA ECHS), located in San Juan, Texas, serves grades 9–12 as part of Pharr–San Juan–Alamo ISD. The school emphasizes early-college opportunities, providing students access to rigorous coursework, dual-credit classes, and pathways that support college and career readiness. With an enrollment of 2,360 students in 2023–24, the student body is predominantly Hispanic (99.1%), with 93.6% identified as economically disadvantaged, 31.0% as emergent bilingual learners, and 8.4% receiving special education services. The campus serves a nearly balanced gender population, with 48.4% female and 51.6% male students, while 57.1% are identified as at-risk and 31.3% were classified as mobile during 2022–23, with a student attrition rate of 13.9%.

PSJA ECHS offers a wide range of programs to meet student needs. In 2023–24, 35.3% of students were enrolled in Bilingual/ESL education, 86.3% participated in Career and Technical Education (CTE), and 8.9% were served through the Gifted and Talented program. The campus achieved a 95.2% attendance rate in 2022–23, with chronic absenteeism reduced to 13.9% from 41.8% the prior year. Dropout prevention efforts are strong, with an annual dropout rate of only 0.1%. The Class of 2023 reported a 97.9% four-year graduation rate, and when including graduates, TXCHSE recipients, and continuers, the rate increased to 99.3%. The extended five-year graduation rate for the Class of 2022 reached 99.0%.

The school demonstrates strong results in College, Career, and Military Readiness (CCMR). In 2022–23, 87.6% of graduates were deemed college, career, or military ready. Of these, 57.6% were identified as college-ready, while 22.2% of graduates met the TSI benchmark in both ELA and Math. Participation in Advanced Placement and International Baccalaureate exams among 11th and 12th graders was 34.4%, with 12.3% meeting criterion standards. Additionally, 72.2% of students successfully completed advanced or dual-credit courses, reflecting the school's commitment to early-college preparation.

PSJA ECHS earned an "A" in the 2024–25 Texas A–F accountability ratings. Overall, PSJA Early College High School continues to excel in preparing students for postsecondary success while serving a high-need student population with strong outcomes in graduation, readiness, and equity.

Comprehensive Needs Assessment Summary:
PSJA Early College High School (ECHS) is committed to preparing students for postsecondary success through rigorous coursework, targeted support, and a focus on closing achievement gaps. An analysis of the school's performance across TEA accountability domains reveals both strengths and areas for growth that will guide future strategies.

In Domain I: Student Achievement, PSJA ECHS earned a scaled score of 87 out of 100. This domain measures overall student performance on state assessments, end-of-course exams, and college readiness indicators. While students demonstrate solid achievement in advanced coursework and some core subjects, proficiency in English I and II remains a concern, with only 53% of students meeting standard. This indicates a need for enhanced literacy instruction and targeted interventions to support struggling learners.

In Domain II: Student Progress (Academic Growth), the campus scored 91 out of 100 in Part A, indicating that students are making substantial academic growth over time. The high growth rate demonstrates that instructional programs and interventions are effectively supporting student progress, even if overall proficiency levels are not yet at target. The key focus moving forward is to ensure that this growth translates into higher levels of mastery across all core subjects.

Domain III: Closing the Gaps highlights persistent achievement gaps among student subgroups, with performance in English I and II at 53%, below the long-term target of 72%. While some student groups show steady improvement,

disparities remain that require targeted interventions to ensure equity in access to rigorous instruction and academic support. Addressing these gaps will be essential to help all student populations meet grade-level expectations.

Additionally, College, Career, and Military Readiness (CCMR) data indicate low participation and passing rates on the TSIA assessment, limiting overall campus readiness outcomes. Although students enrolled in college-level courses demonstrate strong preparedness, increasing participation in readiness assessments, providing structured test preparation, and closely monitoring student progress will be critical in improving CCMR performance.

Overall, PSJA ECHS's Comprehensive Needs Assessment identifies the need to improve academic proficiency, particularly in English and math, address persistent achievement gaps among subgroups, and increase college readiness opportunities for students. Strengthening instructional practices, maintaining high growth rates, and implementing a robust data-driven monitoring system will be crucial in achieving these goals. In addition, engaging families and stakeholders will help create a supportive environment for student success, ensuring that all students are on track to meet postsecondary and career-ready standards.

Curriculum/Instruction and Assessment:
At PSJA Early College High School, teachers utilize a comprehensive curriculum aligned with Texas Essential Knowledge and Skills (TEKS) standards to ensure rigorous academic instruction across all content areas. The campus emphasizes a structured, objective-driven instructional framework that integrates disciplinary literacy, ensuring students develop the reading, writing, speaking, and thinking skills unique to each subject. Teachers implement differentiated instruction tailored to meet the diverse needs of students, providing scaffolds, enrichment, and targeted interventions to support both struggling learners and those ready for advanced coursework. Instruction is supplemented with collaborative learning opportunities, project-based assignments, and real-world applications, particularly in dual-credit and early college courses, to prepare students for postsecondary success.

Assessment practices at PSJA ECHS are data-driven and multifaceted, incorporating formative and summative evaluations, benchmark assessments, end-of-course exams, and college readiness tests such as the TSIA. Teachers consistently analyze assessment data to monitor student progress, inform instructional decisions, and provide timely interventions. Regular progress monitoring and collaborative data meetings allow educators to adjust lessons, reteach concepts when necessary, and implement strategies that promote academic growth. This integration of curriculum, instruction, and assessment ensures a coherent and effective educational program designed to improve student achievement, close learning gaps, and prepare all students for college, career, and military readiness.

Summary of Measurable Objectives:
PSJA Early College High School has established measurable SMART goals to address identified areas of need and ensure continuous improvement across all accountability domains. First, to improve academic proficiency, the campus aims to increase the percentage of students meeting the standard in English I and II from 53% to 72% by the end of the 2025–2026 school year through targeted literacy interventions, differentiated instruction, and consistent progress monitoring. Second, to close achievement gaps among student subgroups, PSJA ECHS will implement data-driven support strategies designed to raise the performance of historically underperforming groups by at least 10 percentage points over the next academic year. Third, to enhance College, Career, and Military Readiness (CCMR), the school will increase TSIA participation and passing rates by 15% through structured test preparation programs, individualized student monitoring, and engagement initiatives that ensure all eligible students complete the assessment successfully. Additionally, to maintain and build on the high academic growth already demonstrated, the campus will implement an instructional framework emphasizing disciplinary literacy and rigorous lesson planning, aiming for at least 90% of students to show one year or more of growth on state assessments by the end of the school year. These SMART goals are specific, measurable, achievable, relevant, and time-bound, providing clear benchmarks for monitoring progress and guiding strategic planning to improve student outcomes.

CIP Part 1: Background, Data Analysis and Needs Assessment

Purpose

To ensure that all students graduate prepared to succeed in institutions of higher education and/or the career of their choice.

Beliefs

We believe that the purpose of education is to help individuals reach their fullest potential.

We believe that effective schools consist of a caring staff, supportive parents, and an involved community who provide a secure learning environment and set measurable goals based on students' individual needs.

We believe that a successful student is able to develop self-discipline, apply new skills, and strive to achieve their set goals.

We believe that learning is an essential lifelong process which is self-rewarding.

We believe that parents should actively encourage and participate in their children's education by acting as positive role models.

We believe that a quality instructional program includes a well-rounded curriculum, caring staff, supportive administration, involved community members, and parents who focus on the student's educational needs.

We believe that community is a vital and integral partner to the importance of education

The vision and mission are the driving force behind every decision for Pharr-San Juan Alamo Early College High School. The vision and mission can be seen posted in the main lobby, library, school website, and in various school advertisements. Partnering with the Educate Texas i3 grant since 2014, Pharr-San Juan-Alamo Early College High school has set the goal of graduating 90% of The Class of 2017 with 3 or more hours of college credit and TSI ready in at least one subject area. Currently, the school is making great strides with being at 84% in the Fall semester of 2016. Sustainability measures have been put into place for the consequent grade levels so that the 90% achievement is also met for the 9th, 10th, and 11th graders once they reach their Senior year. The goal of the faculty is to ensure that all students graduate prepared to succeed in institutions of higher education and/or the career of their choice.

Vision

At PSJA Early College High School, we foster a diverse environment where every student is empowered to pursue their educational aspirations and inspired to contribute to our community and world-wide society through our continued tradition of excellence.

Mission

As educational stewards, PSJA Early College High School is constantly adapting to meet our students' needs and ensuring they have the necessary resources, as well as relevant and high-quality instruction to reach their educational goals while instilling pride and ethics.

School Based Decision-Making Committee

Committee Role	Name	Position
Administrator	Dr. Rowdy Vela	Principal
Administrator	Elizabeth Lucio	Assistant Principal
Teacher	Evan Curtis	Math Department
Teacher	Eric Garcia	Math Department
Teacher	Andrea Rivas	RLA Department
Teacher	Jessica Maldonado	RLA Department
Teacher	Fernando Oviedo	Science Department
Teacher	Emily Ramos	Science Department
Teacher	Rafael Bravo	Social Studies Department
Teacher	Alejandra Villanueva	Social Studies Department
Teacher	Marisa Gonzalez	Modern Language Department
Teacher	Migdaly Castaneda	Modern Language Department
Teacher	Alma Ozuna	CTE Department
Teacher	Daisy Garcia	CTE Department
Teacher	Jaclyn Benavides	Fine Arts Department
Teacher	Albert Garcia	Fine Arts Department
Non-Classroom Professional	Karina Duran	Collaborative Learning Leader
Non-Classroom Professional	Norma Rocha	Assistant Principal
Non-Classroom Professional	Ofelia Pena	Assistant Principal
Non-Classroom Professional	Jesus Reyna	Assistant Principal
Non-Classroom Professional	Alma De la Rosa	Assistant Principal
Non-Classroom Professional	Juanita Balderaz	Assistant Principal
Community/ Business Representative		Community/ Business Member
Parent		Parent Volunteer

Needs Assessment, Data Analysis & Determination Of Problems and Root Causes

Demographics

Total Population:
- Ethnicity
  - African American 0.1%
  - Hispanic 99.1%
  - White 0.6%
  - Asian 0.1%
- Economically Disadvantaged 93.7%
- Special Education 9.6%
- Emergent Bilingual 29.8%

Attendance

PSJA Early College High School maintains a strong focus on student attendance as a key factor in academic success. For the 2024–2025 school year, the campus achieved an average daily attendance rate of approximately 95.4%, reflecting consistent student engagement and participation. Chronic absenteeism remains an area of focus, with targeted interventions implemented for students at risk of missing multiple days, including parent outreach, mentoring programs, and attendance monitoring systems. Teachers and staff work collaboratively to identify barriers to consistent attendance, such as transportation challenges or health-related issues, and provide supportive resources to encourage daily school participation. Maintaining high attendance rates is critical to ensuring students have full access to instructional time, meet academic growth goals, and are prepared for postsecondary success.

Student Academic Achievement Summary

2025 Accountability Rating: A Overall Scaled score of 91
TEA Status: Met Standard
Participation Rate: 100%

Domain I - Student Achievement - Scaled score 87
Domain II, Part A - Academic Growth - Scaled score 81
Domain II, Part B - Relative Performance - Scaled score 91
Domain III - Closing the Gaps - Scaled score 92

Our Overall 2024-2025 STAAR test results are shown below:

2025 STAAR ALL STUDENTS	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
Algebra I	84%	55%	35%
Biology	91%	54%	11%
English I & II	73%	54%	11%
US History	94%	58%	22%
Total	82%	55%	17%

After analyzing and comparing our data from the previous years, we found the following:

Student Academic Achievement Strengths

- **U.S. History Performance:** The school has demonstrated consistent proficiency in U.S. History, with students performing at or above state and district averages. This reflects effective instructional strategies and student engagement in this subject area.
- **Graduation Rate:** PSJA Early College High School maintains a high four-year graduation rate, consistently above 96% in recent years, indicating strong student retention and successful completion of high school requirements.

Student Academic Achievement Needs

- **English I & II Reading:** Performance in English I and II reading assessments has been below state averages, with passing rates lagging behind district and state benchmarks. This indicates a need for targeted interventions to enhance literacy skills in these courses.
- **Algebra I & Biology:** Students have shown lower proficiency in Algebra I and Biology compared to state and district averages. Addressing these gaps through focused instructional support and remediation is essential for improving student outcomes in these subjects.
- **Special Education and Low Socioeconomic Status Students:** Performance among special education and low socioeconomic status students has been below state and district averages, highlighting the need for tailored support and resources to ensure equitable educational opportunities for these groups.

School Process & Programs

Schoolwide Program Plan

PSJA Early College High has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps include:

1. Establishing and training the site-based planning team
2. Clarifying the vision/mission for the campus
3. Creating the school's academic profile
4. Gather data and identify sources
5. Analyzing the data
6. Reporting data findings to the entire site-based planning team and gather constructive feedback

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on campus to continually improve the effectiveness of schoolwide programs.

Schoolwide Components

1: Comprehensive Needs Assessment

PSJA Early College High has conducted a comprehensive needs assessment that serves as the centerpiece of a planning process and the driving force impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with other educators. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths, problem statements, and questions were clarified. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in the CIP.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. This plan reflects the following strategies:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each strategy strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Explore optional strategies used to support core areas.
6. Identify programs that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

3: Instruction by highly qualified professional teachers
Instruction by highly effective, state-certified professional teachers is an important component of the schoolwide plan. To ensure that instruction is provided by highly effective teachers, trainings are provided which include:
1. Provide time off for targeted, high-quality professional development.
2. Provide a mentor system for teachers new to the campus and to the district.
3. PSJA Early College High teachers have the opportunity to observe master teachers.
4. Provide professional development for existing programs prior to the new school year for new and existing staff.
5. Monitor effectiveness of teachers by frequent walk-throughs and constructive feedback.
6. Provide training and opportunities in collaboration with formative and summative student achievement data.
7. Implement strategies to provide a network of communication amongst teachers and administrators.
8. Ongoing professional development for teachers, principals, paraprofessionals, support staff, parents, and other staff.

PSJA Early College High utilizes effective and ongoing professional development to ensure teachers and others are equipped to expedite the challenge of helping students meet the state's academic achievement standards. Procedures include:
1. Select appropriate professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others as needed.
2. Provide opportunities for all staff to obtain training on campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations in order to increase student performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to the teacher's assignment.
5. Teachers plan collaboratively according to the assigned subject area. Planning allows teachers the opportunity to desegregate data to compare and contrast objectives covered and assessed.

5: Recruitment of highly qualified educators
PSJA Early College High follows district procedures for recruiting and attracting effective, state certified teachers. Please refer to the district recruiting procedures that are located at the PSJA ISD Human Resources office.

6: Strategies to increase parental involvement.
PSJA Early College High understands the authenticity of parental involvement; therefore parental engagement is a key factor to student success.
- The Parent Educator leads a campus parent advisory team.
- Each year, it is ensured that the parent advisory team mirrors the composition of the student population so that opinions/ideas are validated.

Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team is in charge of assessing activities and projects which impact family life. As a result, better decisions are made to increase and strengthen parental involvement.

7: Measures to include teachers in the decision making regarding academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current data on assessments that describe student achievement. The data is retrieved from formal/informal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures. Assessment data is then used to improve instruction. Each subject is represented in the formative review process for the improvement plan. This allows teachers to consistently evaluate the effectiveness of the academic programs by analyzing student progress.

8: Strategies which ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

- Each subject identifies individual students who need additional learning time in order to meet standards.
- The teachers provide those students with timely, additional assistance that targets and is tailored to their needs.
- The assistance and support looks different in each subject and is available to all students in need.

9: Coordination and integration of federal, state and local services and programs

PSJA Early College High is a schoolwide Title I district, with the flexibility to integrate services and programs which aims toward upgrading the entire educational program. By doing so, it affords PSJA Early College High School all students the opportunity to reach Meets Standard and Masters Standard levels of achievement. In addition, through the improvement planning and budgeting process, efforts to combine most federal, state, and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program.

CIP Part 2: Goals, Objectives, Strategies and Action Plans - *Planning, Implementing and Monitoring*

Goal 1

Annual Goal 1 - Measurable Objective 1

Goal Area 1:	Effective teaching and learning
Annual Goal 1:	By the end of the 2024–2025 school year, PSJA ECHS will increase the percentage of students at the Meets Grade Level standard in Algebra I from 54% to at least 65%, with a focus on closing achievement gaps for EB, ECD, and SPED student groups,
Measurable Objective 1:	Moving closer toward the long-term goal of 69%.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
1) Conduct bi-weekly common assessments, disaggregate data by sub-population, and provide reteach/enrichment sessions;	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	Desmos Supplemental aids IEP	November 2024 Benchmark (Re-testers) November 2024 Benchmark (First-Time Testers) December 2024 STAAR February 2025 (First Time Testers) Benchmark 2	Walkthroughs Strength-based Feedback Student Portfolios Interactive Notebooks Student Projects (Online) Student Work Google Classroom Student Progress Sheets Monitor IEP	Increase academic performance of all students on all Benchmarks, STAAR/EOC tested subjects, and Pre-AP/AP Assessments. -AP Content & Skills Performance Reports	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring Student STAAR Goal Sheets Benchmarks AP Classroom	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds

Action Steps

Assess Individual Needs: Identify each student's specific learning needs.

Choose Appropriate Supports: Select supplemental aids that effectively address those needs.

Implement Supports: Integrate the chosen supplemental aids into daily instruction.

Encourage Independence: Promote student self-advocacy and foster independent learning skills.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
2) Embed structured math discourse, vocabulary development, and visual supports to strengthen EB and SPED students' access to Algebra concepts;	Campus Administration Dean of Instruction CLL SPED teachers Diagnosticians teachers PEIMS clerk	District/Campus Curriculum TAPR TEA -Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies PEMIS reports Goal tracking sheets TELPAS monitoring reports	August 2025 -June 2026	Lexile Reports Walkthroughs Targeted student Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Goal Sheets LAS Links	Increase academic performance of the EB & SpEd student groups to meet indicators for the TELPAS in BOY, MOY and EOY and Benchmarks	Home Language Survey Las Links TELPAS Checks for Understanding CBAs Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds

Action Steps

Identify Subpopulations: Teachers will use PEIMS reports to identify subgroups, including EB and SPED students.

Track Student Progress: Develop and implement campus tracking sheets to monitor academic growth for EB and SPED populations.

Review and Set Goals: Regularly analyze student work and establish targeted goals to improve proficiency levels.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
3) Provide focused small-group instruction and tutoring tailored to ECD, EB, and SPED learners, ensuring alignment with specific skill deficits	Principal Assistant Principal, coordinators Teachers Department Heads Co-Teachers Diagnosticians	Electronic Devices Equipment/Instructional Supplies PD Resources Sustainability -Equipment/Supplies, PEIMS reports	August 2025 -June 2026	Curriculum developed in SharePoint. Lesson Plans	-Increased Meets and Mastery percentage of students taking EOC Staar	Teacher created activities Benchmarks Certification Exams EOC-Staar	Reform Strategies- #2a. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically based research.

Action Steps

Identify Student Needs: Use assessment data to pinpoint specific skill deficits for ECD, EB, and SPED learners.

Plan Targeted Instruction: Develop small-group lesson plans and tutoring sessions aligned to each subgroup's identified needs.

Implement Instruction: Deliver focused small-group instruction and tutoring, ensuring lessons are scaffolded and differentiated.

Monitor and Adjust: Track student progress regularly and adjust instruction based on formative assessments and observed growth.

Strategy 4	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
4) Offer professional development on scaffolding strategies, culturally responsive teaching, and progress monitoring aligned to Domain 3 indicators.	Dept Chairs Campus administration CLL Dept. heads Librarian All Teachers Campus staff co-teachers Organization sponsors	District/Campus Curriculum TAPR TEA -Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies PEMIS reports Goal tracking sheets TELPAS monitoring report Supplemental Aids Interactive Notebooks	August 2025 -June 2026	CLC meetings logs Campus staff meeting logs Targeted Feedback District Trainings Region One Trainings On Campus Trainings IEP Needs Analysis TELPAS Goal Sheets Progress Monitoring Observations	Increased academic performance DMAC Benchmark Performance Level of Mastery Reports Student Growth Tracking Forms	Checks for Understanding benchmarks Growth tracking sheets EOY STAAR scores Level of Mastery Report	Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use data from assessments

Action Steps
Implement Formative Assessment Strategies including all areas of ELPS and SIOP strategies Conduct Individualized Assessments
Develop Personalized Support Plans IXL Student Progress Reports
Provide Ongoing Training and Professional Development on Collaboration, SIOP and CIF Strategies
Foster Collaborative Communication and Partnerships

Annual Goal 1 - Measurable Objective 2

Goal Area 1:	Effective teaching and learning
Annual Goal 1:	By the end of the 2024–2025 school year, the campus will increase its Domain 2, Part A scale score from 81% to 90% or higher, earning an "A," by ensuring more students demonstrate expected or accelerated academic growth across all tested content areas.
Measurable Objective 2:	Increase by 9% to meet the A for Domain 2 Part A

Strategy 1	Persons	Resources	Timeline	Evidence of	Evidence of	Formative/	Title-I

	Responsible/ Title			Implementation	Impact	Summative Assessment	School- wide Component
Implement campus-wide student data trackers and goal-setting conferences so each student knows their growth targets and progress.	Dept Chairs Campus administration CLL Dept. heads Librarian All Teachers Campus staff co-teachers Organization sponsors	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies LAS Links IEP 504 plans	August 2025 -June 2026	Lexile Reports Walkthroughs Conference Planning Time Planning Time Teacher Targeted Feedback Student IEP plans Student Portfolios Student Growth Tracking Goal Sheets teacher-parent call logs dept meeting agendas CLC meeting agendas Staff meeting login sheets EOY check out list Teacher evaluations	Increased academic performance of the EB and SPED student groups to meet indicators as well as the ALL student groups after all formative assessments	Checks for Understanding CBAs Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficult Provide professional development Integration of Fed., State, & Local Services, Programs and Funds

Action Steps

Maintain Communication: Establish regular channels and conferences with students to discuss progress and track growth.

Share Data: Provide students with timely access to their data and progress reports.

Collaborate on Support Plans: Work with students to develop and implement individualized support plans tailored to their needs.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide targeted tiered supports (intervention for below grade level, enrichment for advanced students) to ensure growth across all performance bands.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	Desmos Supplemental aids No red ink IEP	November 2025 Benchmark (Re-testers) November 2025 Benchmark (First-Time Testers) December 20245 STAAR February 2026 (First Time Testers) Benchmark 2	Walkthroughs Strength-based Feedback Student Portfolios Interactive Notebooks Student Projects (Online) Student Work Google Classroom Student Progress Sheets Monitor IEP	Increase academic performance of all students on all Benchmarks, STAAR/EOC tested subjects, and Pre-AP/AP Assessments. -AP Content & Skills Performance Reports	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring Student STAAR Goal Sheets Benchmarks AP Classroom	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Provide

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

Action Steps

Disaggregate campus data to determine student progress at the Masters level and above.

Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train teachers on growth-focused instructional strategies, including scaffolding, progress monitoring, and feedback loops.	Principal Administrative Team CLL Department Chairs Teachers	TAPR/TELPAS Reports DMAC Reports Texas Assessment Lead4ward Reports Region One ESC Content-Based Conferences/Associations APSI AP College Board IXL Equipment/Instructional Supplies Electronic Devices CIF Sustainability -Equipment/Supplies	September 2025 - June 2026	Data Reports Agendas Sign-In Sheets Presentations PD Resources	Student Achievement gains Closing the Gaps Increase in Masters GL Performance Increase in Meets GL Performance Increase in AP Performance Increase in TSI/SAT/ACT Performance	Formative assessments TELPAS Practice Sets Benchmarks APSI AP College Board Pre-SAT/PLAN STAAR TELPAS IXL Student Progress Reports	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds ARP-Elementary & Secondary School Emergency Relief Fund

Action Steps

Promote Peer Collaboration: Facilitate coaching and mentoring opportunities for teachers and leaders to share best practices and learn from one another.

Implement Evidence-Based Strategies: Identify and apply research-based strategies and interventions to address specific instructional needs.

Schedule Reflection Meetings: Hold regular meetings (weekly or monthly) for teachers and leaders to review data and share insights.

Provide Support Resources: Offer access to workshops, webinars, and instructional materials that reinforce best practice implementation.

Annual Goal 2 - Measurable Objective 1

Goal Area 1:	Student support
Annual Goal 2:	By the end of the 2024–2025 school year, PSJA ECHS will increase TSIA participation by 15% of eligible students and raise passing rates by 15 percentage points, thereby improving the campus's overall CCMR performance and ensuring more students meet college readiness benchmarks.
Measurable Objective 1:	raise the passing rate by 15 percentage points, improving CCMR performance and college readiness outcomes

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a TSIA readiness pathway beginning in 9th grade, with diagnostic testing, academic boot camps, and integration of college-readiness skills into core classes.	Executive Director for College Readiness College Readiness Strategist College Readiness Advisor College Readiness Coordinator CTE Director/Coordinator CTE Teachers CTE Department Heads Early College Director Counselors	Sample Degree Plan PSJA District Dashboard Career Pathway Videos CTE Expo Electronic Devices Equipment/Instructional Supplies Sustainability -Equipment/Supplies	September 2024-June 2025	Sign-In Sheets Agendas Sign in to the District Portal	Increase student enrollment in PSJA Academies. Increase interest in non-traditional program concentration. Increased number of completed College certificates.	Quarterly data reviews on number of students enrolled in PSJA Academies. Degree audits (Fall, Spring, Summer)	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs, and Funds

Action Steps

1. **Maintain Communication Channels:** Establish regular and consistent communication with parents, attendance liaisons, and teachers.

2. **Share Timely Updates:** Provide transparent updates using attendance reports and call logs.

3. **Foster Dialogue:** Encourage two-way communication to address questions, concerns, and feedback.

4. **Provide Support:** Offer resources and guidance to support student attendance and engagement.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry-based certification in their chosen career pathway.	EO for College Readiness Campus Principal CTE Department Heads CTE AP Counselors CTE Director CTE Coordinators CTE Teachers			TEKS Components of Industry Certification Specialized Software Electronic Devices Equipment/Instructional Supplies	September 2024-June 2025	Sign-in sheets Agendas Curriculum developed in SharePoint Lesson Plans	-Increased percentage of graduating seniors who have earned their industry-based certification.

		Sustainability Equipment/Supplies Vouchers ICEV Internships					

Action Steps

1. **Analyze Curriculum:** Conduct a comprehensive review of existing curriculum to identify gaps and areas for enhancement.

2. **Integrate Relevant Skills:** Incorporate industry-relevant content and skills to better prepare students for career pathways.

3. **Support Educators:** Provide professional development to equip educators with the knowledge and tools needed for effective instruction.

4. **Build Partnerships:** Establish and maintain partnerships with industry leaders and certification providers to enhance learning opportunities.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Track TSIA attempts, participation, and scores at the individual student level; hold data meetings each six weeks to adjust supports.	EO for College Readiness Campus Principal CTE Department Heads CTE AP Counselors CTE Director	TEKS Components of Industry Certification Specialized Software Electronic Devices Equipment/Instructional Supplies TSIA Practice Tests AP Central Accuplacer TSIA Resources	September 2025 - June 2026	Sign-in sheets Agendas Curriculum developed in SharePoint Lesson Plans	-Increased percentage of graduating seniors who are TSIA complete	Teacher-created activities Benchmarks TSIA tests	Reform Strategies, Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically based research.

Action Steps

● **Analyze Curriculum:** Conduct a thorough review of the existing curriculum to identify gaps and areas for enhancement.

● **Incorporate Relevant Skills:** Integrate industry-relevant content and skills to better prepare students for careers.

● **Support Educators:** Provide professional development to equip teachers with the knowledge and tools for effective instruction.

● **Build Partnerships:** Establish and maintain partnerships with industry leaders and certification providers to enhance learning opportunities.

Strategy 4	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

| Train teachers and counselors to embed TSIA-aligned questioning, reading, and problem-solving strategies into daily instruction and advisories. | EO for College Readiness Campus Principal CTE Department Heads CTE AP Counselors CTE Director | TEKS Components of Industry Certification Specialized Software Electronic Devices Equipment/Instructional Supplies TSIA Practice Tests AP Central Accuplacer TSIA Resources | September 2025 - June 2026 | Sign-in Agendas Curriculum developed in SharePoint. Lesson Plans Target list | Increase in CTE course enrollment, increase in academic performance | ITSIA testing increase in CCMR completion via TSIA tests | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs, and Funds |

Action Steps

- **Analyze Curriculum:** Conduct a thorough review of the existing curriculum to identify gaps and areas for enhancement.

- **Incorporate Relevant Skills:** Integrate industry-relevant content and skills to better prepare students for careers.

- **Support Educators:** Provide professional development to equip teachers with the knowledge and tools for effective instruction.

- **Build Partnerships:** Establish and maintain partnerships with industry leaders and certification providers to enhance learning opportunities.

Annual Goal 2 - Measurable Objective 2

Goal Area 1:	Student support
Annual Goal 2:	Increase English I and II Domain 3 (Closing the Gaps) performance from 53% to the long-term target of 72%, by ensuring equitable access to rigorous, scaffolded instruction and targeted interventions for all student groups.
Measurable Objective 2:	By the end of the 2024–2025 school year, English I and II Domain 3 performance will increase from 53% to 72% through equitable, scaffolded instruction and targeted interventions for all students.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
1) Embeds disciplinary literacy practices in all English I and II lessons	Campus Administration Dean of Instruction CLL ELA Teachers	District/Campus Curriculum TAPR TEA -Accountability Reports DMAC Benchmarks	September 2025 - June 2026	Lexile Reports Walkthroughs Targeted student Feedback Student Portfolios Student Work		Checks for Understanding CBAs Teacher Observations Progress Monitoring STAAR/TELPAS	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers

		Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies PEMIS reports Goal tracking sheets TELPAS monitoring reports		Progress Sheets Student Growth Tracking Goal Sheets		Goal Sheets Benchmarks IXL Student Progress Reports	Teacher Decision-Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds
to build reading, writing, speaking, and thinking skills;							

Action Steps

Integrate Discipline-Specific Strategies: Align reading, writing, and thinking skills with each subject area's standards and content, ensuring students learn to engage with texts like experts in that discipline.

Provide Teacher Training: Offer professional development on disciplinary literacy strategies, including text analysis, argumentation, and content-specific writing.

Implement and Monitor Instruction: Teachers incorporate disciplinary literacy strategies into daily lessons, while administrators conduct walkthroughs and review student work to assess implementation.

Review and Adjust: Collect feedback from teachers and students, analyze student performance data, and refine instructional approaches to strengthen literacy across all content areas.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
2) Provides small-group, data-driven interventions aligned to student needs, particularly for emergent bilinguals and special populations;	Dept Chairs Campus administration CLL Dept. heads Librarian All Teachers Campus staff co-teachers Organization sponsors	District/Campus Curriculum TAPR TEA -Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies PEMIS reports Goal tracking sheets TELPAS monitoring report Supplemental	September 2025 - June 2026	CLC meetings logs Campus staff meeting logs Targeted Feedback District Trainings Region One Trainings On Campus Trainings IEP Needs Analysis TELPAS Goal Sheets Progress Monitoring Observations	Increased academic performance DMAC Benchmark Performance Level of Mastery Reports Student Growth Tracking Forms	Checks for Understanding benchmarks Growth tracking sheets EOY STAAR scores Level of Mastery Report	Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use data from assessments

| | | Aids Interactive Notebooks | | | | | |

Action Steps

Use Formative Assessments: Implement formative assessment strategies that incorporate all areas of ELPS and SIOP, along with individualized student assessments.

Create Support Plans: Develop personalized support plans based on assessment data.

Monitor Progress: Track student progress using IXL reports to inform instruction.

Provide Professional Development: Offer ongoing training on collaboration, SIOP, and CIF strategies for educators.

Promote Collaboration: Foster strong communication and partnerships among staff, students, and stakeholders.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
3) Utilizes formative assessments and progress monitoring every 3 weeks to adjust instruction and interventions;	Campus Administration Dean of Instruction CLL ELA Teachers	District/Campus Curriculum TAPR TEA -Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies PEMIS reports Goal tracking sheets TELPAS monitoring reports	September 2025 - June 2026	Lexile Reports Walkthroughs Targeted student Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Goal Sheets		Checks for Understanding CBAs Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds

Action Steps

Administer Formative Assessments: Conduct formative assessments every three weeks to measure student understanding and progress.

Analyze Data: Review assessment results to identify learning gaps and determine the effectiveness of current instruction.

Adjust Instruction: Modify teaching strategies and interventions based on assessment data to better address student needs.

Monitor Progress: Track student growth over time and continue refining instruction and interventions as needed.

Annual Goal 3 - Measurable Objective 1

Goal Area 1:	Family and community empowerment
Annual Goal 3:	To uphold academic excellence, we will create a safe and supportive learning environment and promote consistent student attendance for effective instruction
Measurable Objective 1:	Maintain safe school culture for all stakeholders

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establishing a safe and respectful campus culture	Campus Principal Counselors Administrative Team Campus Police Officers Campus Security Staff District Police Department Teachers and Staff Campus Leadership Liaison (CLL) Nurses Custodial Staff District Licensed Professional Counselor (LPC)	Title IX Regulations District Policies District Legal and Local Policies Safety Training Videos Hoonuit Platform CIF (California Interscholastic Federation) Approved Online Safety Training Use of Electronic Devices Sustainability Practices Equipment and Supplies District LPC Presentations Professional	August 2025 - June 2026	Walkthroughs Training Certificates Attendance Reports Report Cards Discipline Referrals Teacher Observations Checks for Understanding Progress Monitoring RN Referrals and Notes Comprehensive Needs Assessment	Decrease in violence and bullying referrals. Improved attendance and student participation in school-related activities.	Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes	Comprehensive Needs Assessment Effective & Timely -Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds

	Development (PD) Resources						

Action Steps
Conduct staff training on harassment, bullying/regulations, and other resources.
Participate in continued professional development for teachers through CLCs/Self-paced training sites (i.e. Hoonuit…,) on school safety.
Foster and promote a safe school learning climate that is conducive to students' social and emotional learning.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Fostering a safe campus atmosphere that supports concentration and reduces distractions	Campus Principal Discipline Assistant Principal Teachers School Resource Officer (SRO) Counselors Administrative Team / Campus Guardian Campus Security Staff District Police Department Attendance Clerk	-Restroom logs -parent call logs -action plans -discipline logs -ISS	September 2024 – June 2025	Restroom Logs Parent Communication Logs Action Plans Discipline Logs In-School Suspension (ISS) Records Attendance Reports Report Cards Discipline Referrals Updated Student Photos in TAC	Reduction in incidents of violence and substance abuse referrals Improved attendance rates and student participation in school-related activities Decrease in students requiring credit recovery Increased timeliness through "Start on Time" sweeps Accurate student identification Consistent formative security walkthroughs	Formative security walkthroughs	Comprehensive Needs Assessment Reform Strategies- Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds

Action Steps

Collaborative efforts between teachers and security staff help promote student punctuality, fostering a focused and productive learning environment.

Through partnership, teachers and security personnel can effectively address challenges such as hallway lingering or tardiness linked to security concerns.

By working together, educators and security staff take a proactive role in ensuring students arrive to class on time, minimizing disruptions to instruction.

Joint collaboration between staff and security supports timely student transitions and provides solutions to issues like hallway delays or security-related tardiness.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a structured plan of action with clearly defined consequences for students who demonstrate habitual misbehavior.	Campus Principal Discipline Assistant Principal Teachers School Resource Officer (SRO) Counselors Administrative Team / Campus Guardian Campus Security Staff District Police Department	Discipline Referrals Behavioral Intervention Plans Student Code of Conduct	September 2024 – June 2025	Teacher logs documenting parent communication Student Code of Conduct acknowledgment signed during registration Student adherence to the Code of Conduct Summative assessments, including referral data reports Formative assessments, including student surveys	Implementation of a schoolwide, tiered model to prevent and address behavioral concerns	Summative assessment, running reports for referrals Formative assessment, student surveys	Implementation of a schoolwide tiered model to prevent and address problem behavior

Action Steps

Hold collaborative meetings with parents, students, and school counselors or attendance officers to address attendance concerns and create individualized improvement plans.

Implement automated notifications (emails, texts, phone calls) to inform parents of each absence and outline potential

consequences for continued absenteeism.

Provide orientation sessions for students and parents highlighting the importance of consistent attendance and detailing the repercussions of excessive absences.

Conduct scheduled family check-ins for students with chronic absences to identify barriers, discuss solutions, and connect families with support resources.

Annual Goal 3 - Measurable Objective 2

Goal Area 1:	Family and community empowerment
Annual Goal 3:	To uphold academic excellence, we must provide a safe learning environment and ensure students are consistently present to receive high-quality instruction.
Measurable Objective 2:	Attendance will be increased to 97%.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recovery of students who have withdrawn or not attended school	-PEIMS Clerks -Community Liaison -Teachers -Assistant Principals -Attendance team	-Attendance logs -Communication logs	September 2024-June 2025	-Attendance teams identify and makes contact with students -community liaison opens communication with student guardians -Teachers make home visits to encourage students with low attendance to return to campus	Students return to campus to complete credits	-Countdown to Zero Program -Staff Recovery Walks -Home Visits	Comprehensive Needs Assessment Reform Strategies- Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds

Action Steps

1. **Form an Attendance Task Force:** Establish a team of teachers, administrators, parents, and community representatives to lead and monitor attendance initiatives.

2. **Conduct Regular Reviews:** Hold consistent meetings to analyze attendance data, track progress, and plan interventions for students with chronic absences.

3. **Communicate Progress:** Share updates with the school community, celebrating improvements and identifying areas needing attention.

4. **Provide Support Resources:** Offer targeted resources such as transportation assistance, counseling, or tutoring to address barriers to consistent attendance.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish a plan of action with concise repercussions for habitual students	Campus Principal, Discipline, Assistant Principal, Teachers, School Resource Officer (SRO) Counselors Administrative Team, Campus guardian Campus Security Staff District Police Dept.	Discipline referrals, behavioral plans Student code of conduct	September 2024-June 2025	Teacher logs for parent contact Student code of conduct signed during registration	Students follow the code of conduct	Summative assessment, running reports for referrals Formative assessment, student surveys	Implementation of a schoolwide tiered model to prevent and address problem behavior

Action Steps

1. **Hold Collaborative Meetings:** Organize meetings with parents, students, and school counselors or attendance officers to address attendance concerns and create individualized improvement plans.

2. **Communicate Absences Promptly:** Send automated notifications (emails, texts, or calls) to parents for each absence, including potential consequences for continued absences.

3. **Provide Orientation:** Conduct sessions for students and parents to emphasize the importance of regular attendance and explain consequences of excessive absences.

4. **Maintain Ongoing Support:** Schedule regular check-ins with families of students with frequent absences to discuss challenges and provide necessary support resources.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Intentional planning for recovery of credit for transitional community	Teachers Assistant Principals	Clever, Imagine; Edgenuity, Course work packets	September 2025-June 2026	Sign In Sheets Data Reports Attendance log Decrease of NG's,	Credit is recovered. The student is no longer credit deficient and is now at par with grade level.	Formative: Benchmarks and Summative: STAAR results	Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk

Action Steps

1. **Initial Meeting:** The student will meet with the School Counselor and Course Administrator to review failed courses and confirm eligibility for credit recovery.

2. **Establish Guidelines:** Develop clear criteria for credit recovery, including timelines, attendance expectations, and

performance standards.

3. **Create Personalized Plans:** Design individualized learning plans that may include flexible scheduling, one-on-one tutoring, online courses, or alternative assignments to support academic recovery.

4. **Provide Recovery Options:** Offer multiple credit recovery opportunities, such as after-school programs, summer school, online courses, and weekend classes.

Annual Goal 4 - Measurable Objective 1

Goal Area 2:	Leadership growth
Annual Goal 1:	Our goal is to foster growth by expanding professional development opportunities and promoting inclusion through mentorship and collaborative decision-making. We are committed to ongoing, transparent communication across all levels of campus leadership, ensuring that initiatives and goals are shared and reinforced throughout the year.
Measurable Objective 1:	Promote growth and build capacity within our teachers and staff

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
CLC Planning to better reflect T-TESS rubric	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs District Instructional Coaches	TTESS Handbook CLL Road map SGM Guidebook CIF Guidebook Teacher feedback forms/ surveys STAAR data to drive instructional practices	September 2024-June 2025	Walk through forms and feedback from evaluators

Pre/Post Conferences | Increase in student growth

Increase number of TIA designated teachers | Walkthroughs Announced Observation Unannounced Observations Summative Observations | Professional development and other activities for teachers, paraprofessionals, and other school personnel |

Action Steps

Data Analysis and Planning: The Dean of Instruction, CLL, and Department Chairs will meet to analyze EOC performance data and identify strategies to drive growth using research-based instructional practices.

Instructional Support: The CLL will demonstrate examples of these practices during CLCs, and teachers will be expected to apply them in their classrooms.

Monitoring and Feedback: The leadership team will conduct walkthroughs to observe classroom implementation, assess effectiveness, and review formative assessment data to inform ongoing instruction.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Share trend data from campus walkthroughs with teachers	New Teacher Support Dept. Campus Principal Dean of Instruction Teacher Mentors Administration CTE Dept. Department Chairs	Office of Academics Region One Content-Related Association/Orgs Conferences AP/Pre-AP Summer Institutes AP Classroom	September 2024-June 2025	Certificates Walkthroughs ERO Registrations Sign-In Sheets Artifacts	Increased teacher performance in the delivery of instruction -Increase academic performance on all BMs, STAAR/EOC tested subjects, AP	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observations	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding

					Exams	Progress Monitoring STAAR Goal Sheets AP Exams	Assessments Effective & Timely -Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds
to inform instructional practices and guide professional growth and goal-setting.	CLL AP Lead Teachers Teachers	CTE Winter/Summer conference					

Action Steps

Plan Professional Development: Schedule and organize professional development training sessions.

Targeted Support: Identify teachers who would benefit from specific professional development opportunities.

Collaborative Meetings: Schedule department and CLL meetings to discuss strategies, share resources, and monitor progress.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The Campus Leadership Team will strengthen teaching and learning by fostering cross-curricular collaboration, promoting common instructional strategies, and creating action plans to ensure alignment across DC, AP, and STAAR curricula.	AP Leads Content Coordinators Director of Advanced Academics Executive Officer for High Schools Early College Director Department Heads Pre-AP/AP Teachers	AP Framework AP College Board CIF IXL Electronic Devices Equipment/Instructional Supplies	September 2024-June 2025	TEEMS Artifacts Walkthroughs Student Work Certificates ERO Registrations Sign-In Sheets Agendas	Increased teacher performance in student growth measures (SGMs). Improved AP enrollment Increased success rate of students completing the Pre-AP course. AP Content & Skills Performance Reports	Pre-AP/AP Learning Checkpoints Benchmarks Pre-AP/AP Tests IXL Student Progress Reports	Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds

Action Steps

Collaborative Learning: During CLLs, teachers will collaborate to share best practices and strategies for cross-curricular alignment.

AP Training: AP teachers who have not yet attended the APSI will participate in and complete the AP Summer Institute.

Department Communication: Hold regular department meetings to foster effective communication and coordination among teachers.

Annual Goal 4 - Measurable Objective 2

Goal Area 2:	Leadership growth
Annual Goal1:	Our goal is to promote professional growth through expanded development opportunities and foster inclusion through mentorship and collaborative decision-making. We are committed to ongoing, transparent communication across all levels of campus leadership, ensuring initiatives and goals are consistently shared and reinforced throughout the year.
Measurable Objective 2:	Enhance communication and collaboration among teachers, department chairs, and administrators.

Strategy 1	Persons Responsible / Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide continuous feedback and maintain documentation on both new and ongoing initiatives	Campus Principal Administration Team Dean of Instruction CLL Teachers Department Chairs ALL Teachers	Lead4ward Resources Region One ESC DMAC Reports State and Accountability Reports Electronic Devices District Curriculum CIF APSI AP College Board Framework IXL CTE TEAMS bi-weekly meetings.	September 2024-June 2025			Agendas Sign In Sheets Data Reports Presentations PD Resources	

Action Steps

1. Develop Feedback Tools: Create standardized forms and surveys to gather input from staff, students, and stakeholders.

2. Schedule Review Sessions: Hold regular feedback sessions, such as quarterly reviews, to discuss the progress and challenges of initiatives.

3. Reflect and Analyze: Conduct reflection sessions where leaders review feedback and documentation to identify strengths and areas for improvement.

4. Inform Professional Development: Use collected feedback and documentation to guide and tailor professional development plans for leaders, addressing specific needs and goals.

Strategy 2	Persons Responsible / Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Foster and maintain strong relationships to support collaborative, campus-wide decision-making.	Principal Administrative Team CLL Department Chairs Teachers	TAPR/TELPAS Reports DMAC Reports Texas Assessment Lead4ward AP College Board IXL Equipment/Instructional Supplies Electronic Devices CIF Sustainability Equipment/Supplies	September 2024-June 2025			Data Reports Agendas Sign-In Sheets Presentations PD Resources	

Action Steps

1. **Identify Stakeholders:** Compile a comprehensive list of individuals and groups involved in campus decision-making, including faculty, staff, students, administration, and external partners.

2. **Engage Regularly:** Schedule consistent meetings or check-ins with key stakeholders to review ongoing projects, upcoming decisions, and gather feedback or address concerns.

3. **Follow Through:** Ensure that commitments made during discussions or meetings are completed promptly and effectively.

4. **Evaluate and Adjust:** Continuously assess the effectiveness of relationship-building strategies and make adjustments based on feedback and changing priorities.

Professional Development Plan

Professional Development				
Dates	**Format/Audience**	**Topic**	**Resources**	**Goal Alignment**
8/18/25	Campus Staff	School Procedures & Legislative Updates Mandated Trainings • Bullying and Cyberbullying • School Behavioral Threat Assessment • Sexual Harassment • Human Trafficking • FERPA • Copyright • Improper Relationships • E-Cigarettes • ADHD • Child Protective • Social Media • Texas School Safety • Fentanyl • Blood Borne Pathogen Training • Diabetes • Epi-Pen Training • Emergency Response/Crisis Team • First Aid for Seizures • Standard Response Protocol & Safety Procedures • Stop the Bleed Training	PSAJ ISD Videos and Information	Annual Goal 4
8/19/25	All Staff	District Convocation	PSJA ISD	Annual Goal 4
8/19/25	Science teachers	Gizmos	Gizmos	Annual Goal 1
8/19/25	All Teachers	Department Data Disaggregation and Planning 2025 STAAR EOC Item Analysis	STAAR DMAC State Reports	Annual Goal 1 & 2

8/20/25	All Teachers	Best Practice Conference	PSJA ISD	Annual Goal 1-4
8/20/25	PE Teachers	Policies, Procedures, & Fitness Gram	Fitness Gram TEKS	Annual Goal 2
8/20/25	Fine Arts Teachers	Fine Arts Instructional Strategies	TEKS	Annual Goal 2
8/21/25	All Teachers	Campus Data, Goals & Initiatives, & Targeted Improvement Plan	STAAR DMAC State Reports CIP TIP	Annual Goal 1 & 2
8/21/25	All Teachers	Disciplinary Literacy	Teacher Created Materials	Annual Goal 1 & 2
8/21/25	All Teachers	Department Planning to include Disciplinary Literacy	Teacher Created Materials Lead4ward TEKS District Curriculum	Annual Goal 1 & 2
8/21/25	CTE Teachers (inc CTE Core)	Mission Possible: Powering up CTE for the Year Ahead	TEKS	Annual Goal 2
8/21/25	JROTC Teachers	JROTC Professional Development	TEKS	Annual Goal 2
8/21/25	Counselors	PSJA Counselors Academy	PSJA ISD	Annual Goal 2 & 3
8/21/25	College Transition Specialists & Financial Aid Officers	College Transition Professional Development	PSJA ISD	Annual Goal 2 & 3
9/1/25	All Staff	PSJA ISD CARE Initiative Training	PSJA ISD	Annual Goal 3
9/1/25	All Teachers by Department	Desegregation of Data & STAAR Item Analysis	STAAR DMAC State Reports	Annual Goal 1 & 2
9/1/25	Fine Arts Teachers	Monitoring Student Growth	PSJA ISD	Annual Goal 2
9/1/25	ELAR Teachers & Co-Teachers	RBIS: Foundational Skills, Text	TEA	Annual Goal 1 & 2

		Complexity, Knowledge Coherence, & Evidence Based Responses		
9/1/25	SPED Teachers	SPED Expectations and Student Accommodations	SuccessEd TEKS State Manuals	Annual Goal 1 & 2
10/13/25				
12/19/25				
1/5/26				
1/6/26				

Appendix

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- **Improvement Planning Data**
  - District goals
  - Campus Performance Objectives Summative Review from previous year
  - Current and/or prior year(s) campus and/or district improvement plans
  - Campus and/or district planning and decision making committee(s) meeting data
  - State and federal planning requirements

- **Accountability Data**
  - Texas Academic Performance Report (TAPR) data
  - Student Achievement Domain
  - Student Progress Domain
  - Closing the Gaps Domain
  - Accountability Distinction Designations
  - Federal Report Card Data
  - RDA (formally PBMAS) data

- **Student Data: Assessments**
  - State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
  - State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
  - STAAR Released Test Questions
  - Texas English Language Proficiency Assessment System (TELPAS) results
  - Student Success Initiative (SSI) data for Grades 5 and 8
  - SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
  - SSI: Imagine Math assessment data for Grades 3-8
  - Local benchmark or common assessments data
  - Running Records results
  - Observation Survey results
  - Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
  - Texas approved Prekindergarten and Kindergarten assessment data

- **Student Data: Student Groups**
  - Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
  - Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
  - Economically disadvantaged / Non-economically disadvantaged performance and participation data
  - Special education/non-special education population including discipline, progress and participation data
  - At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
  - EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
  - STEM/STEAM data

- ○ Dyslexia Data
- **Student Data: Behavior and Other Indicators**
  - ○ Attendance data
  - ○ Mobility rate, including longitudinal data
  - ○ Discipline records
  - ○ Tobacco, alcohol, and other drug-use data
- **Employee Data**
  - ○ Campus learning communities (CLC) data
  - ○ Staff surveys and/or other feedback
  - ○ Teacher/Student Ratio
  - ○ State certified and high quality staff data
  - ○ Campus leadership data
  - ○ Campus department and/or faculty meeting discussions and data
  - ○ Professional development needs assessment data
  - ○ Evaluation(s) of professional development implementation and impact
  - ○ McREL data
- **Parent/Community Data**
  - ○ Parent surveys and/or other feedback
  - ○ Parent engagement rate
  - ○ Community surveys and/or other feedback
- **Support Systems and Other Data**
  - ○ Organizational structure data
  - ○ Processes and procedures for teaching and learning, including program implementation
  - ○ Communications data
  - ○ Capacity and resources data
  - ○ Budgets/entitlements and expenditures data
  - ○ Study of best practices