

2025-2026 Targeted Improvement Plan

District: Pharr San Juan Alamo ISD	PSJA Southwest ECHS		Targeted Improvement Plan		Executive Officer: Dr. Rivas-Garza
Team Members:	Principal: Silvia Lizcano Silvia Lizcano, Dr. Claudia Alvarado, Kellie Williams, Fernando Castillo, Todd Tobias, Joel Pena				
Problem Statement #1	PSJA Southwest ECHS data shows only 24.9% met TSI criteria in both RLA and Mathematics, excluding college prep courses.				
Root Cause:	We did not intentionally target or provide differentiated interventions based on student tier groups.				
Annual Goal:	In 2026, PSJA Southwest Early College High School graduating class of 2026 will meet 30% TSI criteria in both RLA and Mathematics, excluding college prep courses.				
Strategy:	Implement a campus-wide TSI Readiness Framework that provides intentional, tiered interventions in RLA and Math, supported by consistent data tracking, teacher collaboration, and targeted enrichment opportunities.				
Focus Campuses below 47%:					
Focus Contents:					
	Q1 Goal (July-Sept)	Q2 Goal (Oct-Dec)	Q3 Goal (Jan-March)	Q4 Goal (April-June)	
Quarterly Goals	Identify tier groups based on diagnostic and TSI data; implement initial differentiated intervention schedule for RLA and Math.	Increase student participation in targeted TSI sessions by 15%; monitor progress through practice assessments (PAA, district pretest) and adjust interventions accordingly.	Demonstrate measurable growth with at least 25% of students showing score gains or TSI readiness in one subject area.	Achieve a combined 35% TSI readiness rate in both RLA and Math, excluding college prep courses.	
Intervention 1:Tiered Instructional Support	Identify Tier 1, 2, and 3 students using diagnostic data (TSI, PSAT, benchmarks). Establish intervention groups and assign teachers/tutors for RLA and Math. Create a calendar for intervention sessions.	Implement tiered interventions weekly with fidelity. Monitor progress through classroom assessments and mini TSI diagnostics. Adjust student placement in tiers based on data.	Intensify interventions for Tier 2 and 3 students, integrating test-taking strategies and skill-specific supports. Document growth through pre- and post-assessments.	Evaluate intervention effectiveness using spring TSI data. Celebrate students who met readiness benchmarks and identify remaining gaps to address in summer or next-year planning.	
Intervention 2 : Cross-Curricular Literacy and Numeracy Integration	Introduce 1-2 cross-curricular strategies (e.g., Close Reading, problem solving acronyms, Essay Writing Format)	Deepen application of Q1 strategies, focus on contextual vocabulary in all classes.	Target assessment gaps, explicitly teaching students to apply strategies on multi-step problems/complex passages in content related material	Evaluate whole-year impact and establish strategies for next year's launch.	
Intervention 3:TSI Boot Camps and Saturday Academies	Initial identification of students needing intervention and establishing attendance/engagement protocols	Monitoring the consistent delivery of high-quality, targeted instruction and student performance on practice material such as IXL, Mackenvia, College Spring, Accuplacer	Gauging the impact of the intervention on core skill mastery and preparing students for the first re-test opportunity.	Measuring the ultimate success of the program against the goal of college readiness.	

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Intervention 4: Progress Monitoring and Teacher Collaboration	Setting Baselines & Goals for Eng. I/ Eng. II and accelerated Math testers teachers for our Tier 1 students.	Create a collaborative document created by the team that tracks student performance based on content analysis found on student TSI reports, identify the top 3 misconceptions and include support in lesson internalization .	A spreadsheet showing the bi-weekly for students receiving Tier 2 or Tier 3 interventions, with notes on changes made to the intervention due to lack of progress.	A final collaborative report that compares Q4 data to Q1 goals, summarizes most effective instructional strategies and curricular alignment successes/gaps for the year, and proposes specific instructional changes for the next academic year.
What data will be collected to monitor interventions?	Q1	Q2	Q3	Q4
Intervention/ Artifacts1	Tier 1, 2, and 3 student identification list derived from the district dashboard. Monthly calendar verifying intervention, tutoring, and support session delivery.	Weekly intervention support with student grouping, group adjustment list with progress scores. Records of communication regarding specific student goals and progress.	Summative data analysis comparing pre- and post-assessment scores for all tiered groups to determine the overall intervention effectiveness. Roster detailing successful student movement from T2/T3 back to T1 after benchmarks.	Report identifying remaining achievement gaps.Recommendations for summer testing for graduating seniors and strategic student placement/support plans for the upcoming school year 9-11th.
Intervention/ Artifacts 2	Lesson internalization showing explicit inclusion of a common Close Reading. Career Path articles. Annotated Text/Word Problems demonstrating student application of the strategy.	Anchor Charts/Word Walls in <i>non-ELA/Math</i> classrooms featuring content-area academic and technical vocabulary using context-based definitions. CCMR committee will become experts and roll out during CLCs.	Use of assessments found on Accuplacer/Mackenvia with items designed to mirror TSI rigor and strategic demand (e.g., multi-part questions, graph interpretation). "Revise and Reflect" journals where students can self correct, self monitor on high-stakes practice items and identify which reading/numeracy strategy would have helped.	Reflection Report documenting successes, challenges, and proposed adjustments to the school's strategy implementation for the next cycle. Student Portfolios showcasing the strongest example of problem-solving/critical reading from two different core content areas.
Intervention/ Artifacts 3	Document showing student's initial TSIA2 scores , identified weak sub-domains (e.g., Quantitative Reasoning, Revision/Editing), and the specific plan/schedule for Boot Camp/Saturday Academy attendance.	Boot Camp/Academy teacher's record showing the <i>specific TSI skill standards</i> covered each session and evidence of using TSIA2-aligned instructional materials. Teachers will build capacity by rolling out best practices on these standards during PD and CLCs.	A printout from accuplacer showing the percentage of modules/objectives mastered by each student in their assigned learning path.	A data table tracking the percentage of attending students who are now officially "TSI Met" in Math, ELAR, and both, compared to the baseline.

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Intervention/ Artifacts 4	Create an initial plan for flexible instruction/intervention groups based on dashboard data.	Student data reports in both literacy and numeracy, along with a clean copy of the assessment and scoring rubric. Teachers will review and share data during department meetings. Department heads will share department progress with Admin.	Follow-up screening data demonstrating student growth from Q1. Teacher Observation/Coaching Cycle Notes: Documentation showing CLL and department administrator the <i>fidelity</i> (consistency and correctness) of an intervention being delivered.	Final official scores for TSI completion, and student self-reflection surveys on their learning progress towards college readiness
Did you meet this quarter's goal?	Our strategic use of the new college readiness dashboard was key to achieving the Quarter 1 goal. The dashboard was highly effective in our first target effort, allowing us to accurately identify and confirm the Tier 1 student population from grades 9–12.			
Provide the data or evidence that supports meeting or making progress towards this quarterly goal.	Our current TSI data is nearly identical to our year-end results, with every grade level showing steady growth.			
Are you on track to meet the annual goal?	Yes			
What, if any, adjustments must be made in order to meet the annual goal?	N/A			