

PSJA Early Start Campus Improvement Plan 2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved Date: Monday, September 22, 2025

UPDATED 11/17/2025 After meeting with SBDM team.

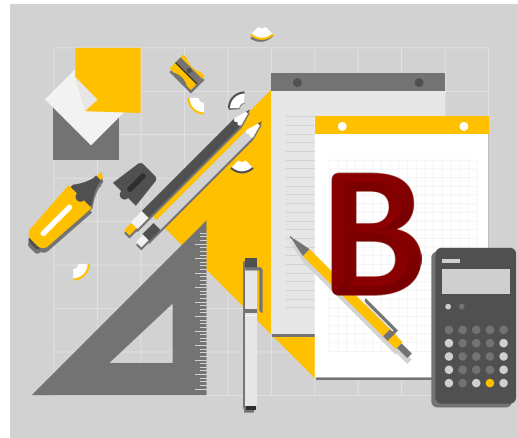
OUR VISION

In collaboration, PSJA Early Start Pre-K School together with the Hidalgo County Head Start Program, the Community Development Institute Head Start (CDI), and the Local Child Care Centers are focused on building a strong early foundation vital to ALL students. The PSJA Early Start Pre-K School is committed through the concerted efforts of the principal, staff, parents, and the community to implement effective developmentally appropriate teaching strategies and offer diverse opportunities that will provide a playful, planful, and purposeful program that will promote school readiness and future academic success of ALL students.

OUR MISSION

Through a supportive partnership, PSJA ISD's Early Start Pre-K School, with Child Care Centers, Hidalgo County Head Start Program (HCHSP), and the Community Development Institute Head Start (CDI), are committed to provide all students with high quality education that will help them develop their full potential, nurture their sense of individual worth, and build a strong foundation for Kindergarten and beyond.

Texas Accountability System



Preliminary
Data

The issuance of 2024 A-F ratings remains pending and subject to change based on judicial rulings.

Retrieve on Nov. 11, 2024 from: [2024 Accountability System | Texas Education Agency](#) (*Add your link for your campus*)

Strategic Direction



PSJA School Board

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Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

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Dr. Virna M. Bazan, Executive Officer for Elementary Schools
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Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Campus Executive Summary

Mission: Through a supportive partnership, PSJA ISD's Early Start Pre-K School, with Child Care Centers, and the Hidalgo County Head Start Program (HCHSP), is committed to provide all students with high quality education that will help them develop their full potential, nurture their sense of individual worth, and build a strong foundation for Kindergarten and beyond.

Demographics Summary: The current enrollment of Early Start Pre-K School as of September 2024 is 521 students. The student population at Early Start Pre-K School consists of 97.3% Hispanic, 2.5% White, 1% Black. Our students represent low socio-economic status of approximately 96.3% with 0.2% migrant students. 100% of our students are considered At-Risk.

Approximately 4.9% of our student population receive special education services. The bilingual population is approximately 60.2% where most of the students' home language is Spanish. Most of our students live in our Tri-City Communities, Pharr, San Juan and Alamo. We currently have students who transfer into Early Start Pre-K School from various surrounding cities.

Comprehensive Needs Assessment Summary: In 2024 Early Start Pre-K School received an A rating, an overall 92 score, based on performance in three different areas, or domains as paired with the district ratings. In the Student Achievement domain, Early Start Pre-K School earned an 90, which shows how much students know and can do at the end of the school year. The School Progress domain earned a 92 for Early Start Pre-K School which shows how students perform over time and how that growth compares to similar schools. Early Start Pre-K School received an 92 in Closing the Gaps, the domain which shows how well different student groups within a school are performing.

Executive Summary Continued

Curriculum/ Instruction and Assessment: Teachers utilize the School Readiness Integration Model approach for language arts instruction with a focus on early literacy, math and all developmental domains. All students participate in a classroom environment that uses a Play-Based Learning Approach to impact the progress of children developing all the skills needed for school readiness. Early Start provides instruction for English learners using the One -Way Dual Language Model. All students participate in a high-quality Pre-K Program that develops language by including both Non-EL's and EL's in the collaboration classrooms. The mission for our campus is to support Early Learning to ensure students are Kinder Ready. Recognizing the importance that children at this age develop the necessary foundational skills that will support future academic success our teachers use data driven instruction to monitor progress.

Summary of Goals: In Goal Area 1 Student Achievement, the All Student group will increase performance by 5% On Track and Proficient Level in the Emergent Literacy Reading Domain by June 2026. In Goal Area 2 Closing the Gap, English Learners student group will increase by 5% or higher on the Rapid Letter Name Measure ON TRACK level of the LION Progress Assessment by June 2026.

Also, the Economically Disadvantaged Student group will increase by 7% or higher on the Emergent Literacy Domain in the TPEIR state accountability report. In Goal Area 3, Improve Safety, Public Support, Culture and Climate, the All Student group will increase by 3% or higher on the Mastered Level of the Health and Wellness (Social Emotional) Domain by June 2026. Also, we will increase student attendance for our Pre-K 3, Pre-K 4, H3, and H4 by 2%.. In Goal Area 4 Increase Staff Quality, Recruitment and Retention, the number of Effective Teachers based on the T-TESS Evaluation will increase from 55% to 62% by June of 2026. Also, the number of high-quality professional development trainings will increase by 2 or more by June of 2026.

Campus Educational Improvement Committee Members

Name	Title
Yvette Mancillas	Principal
Michelle Garcia	Assistant Principal
Rena Chacon	Instructional Coach
Laura Garcia	Teacher
Natalia Alvarado	Teacher
Maria Gow	Teacher
Norma Davila	Teacher
Nallely Garcia	Teacher
Julissa Sanchez	Parent

Campus Demographics 2024-2025

	ALL	MALE	FEMALE	SPED	EBs/LEPs	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE	AT RISK
Number	521	292	229	20	389	0%	0%	19	1	492	0	0	644
Percent	100%	56%	44%	4%	60.2%	0%	0%	3%	0.2%	94%	0%	0%	100%

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian /Other	Two or More
Number	521	507	0	1	13	0	0	0
Percent	100%	97.3%	0%	1%	2.5%	0%	0	0%

Pre-K Assessment



LION ASSESSMENT ENGLISH Pre-K 3

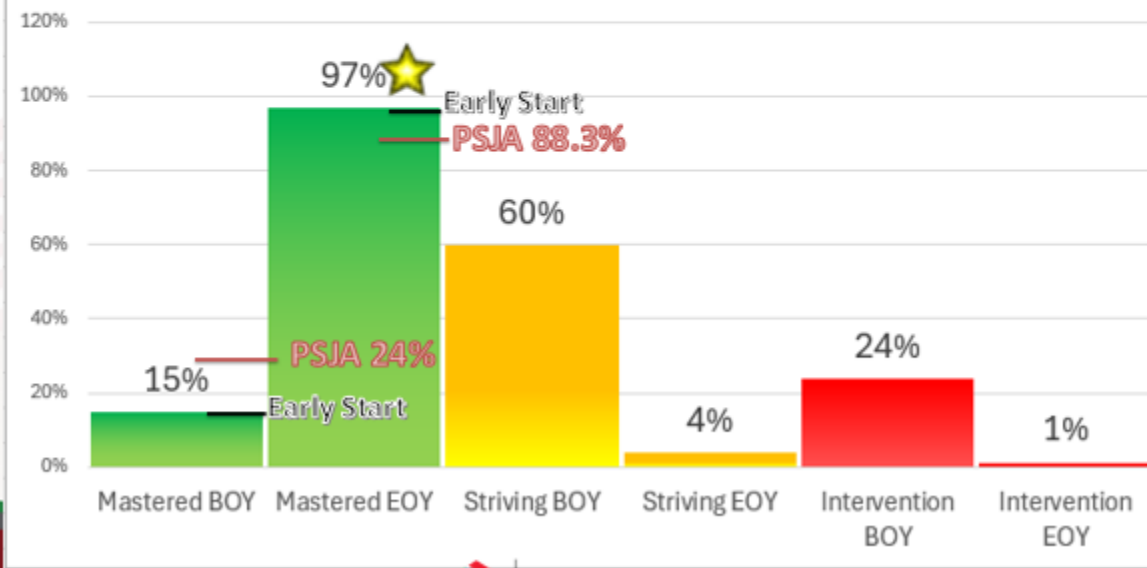


PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Pre-K 3 English Proficient Overall 2024-2025



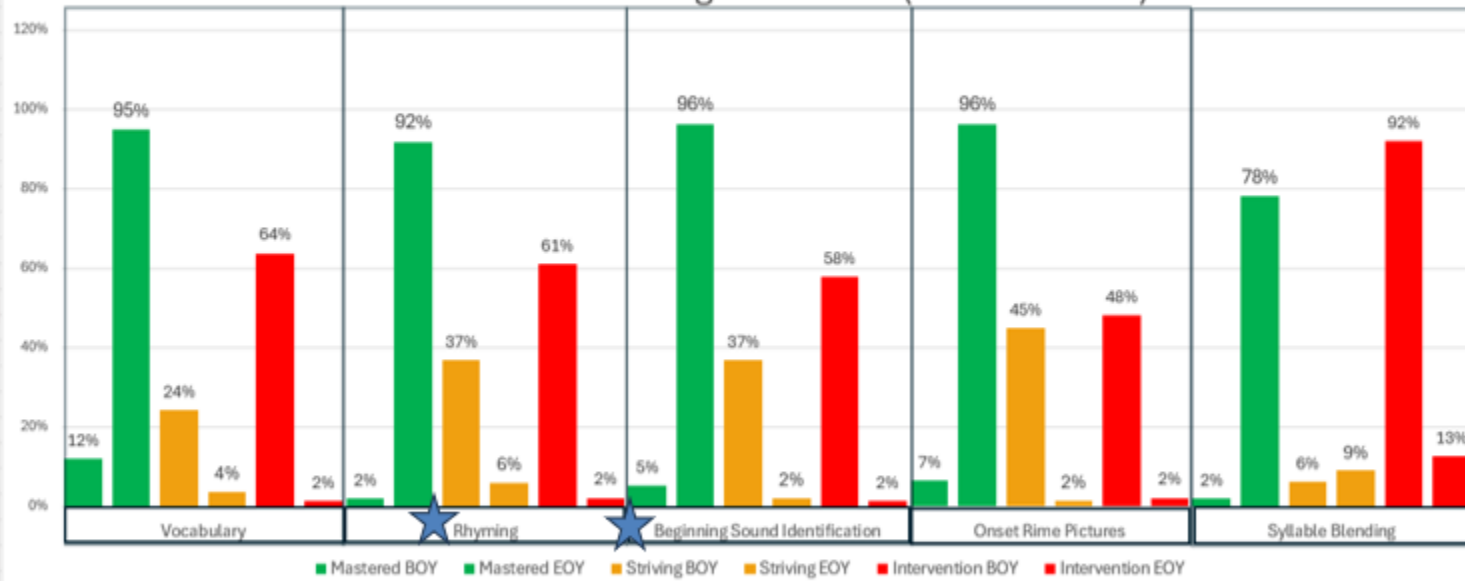
2024-2025 PreK 3 English Overall (149 Students)



Pre-K Assessment Pre-K 3 English



2024-2025 Pre-K 3 English Overall (149 Students)

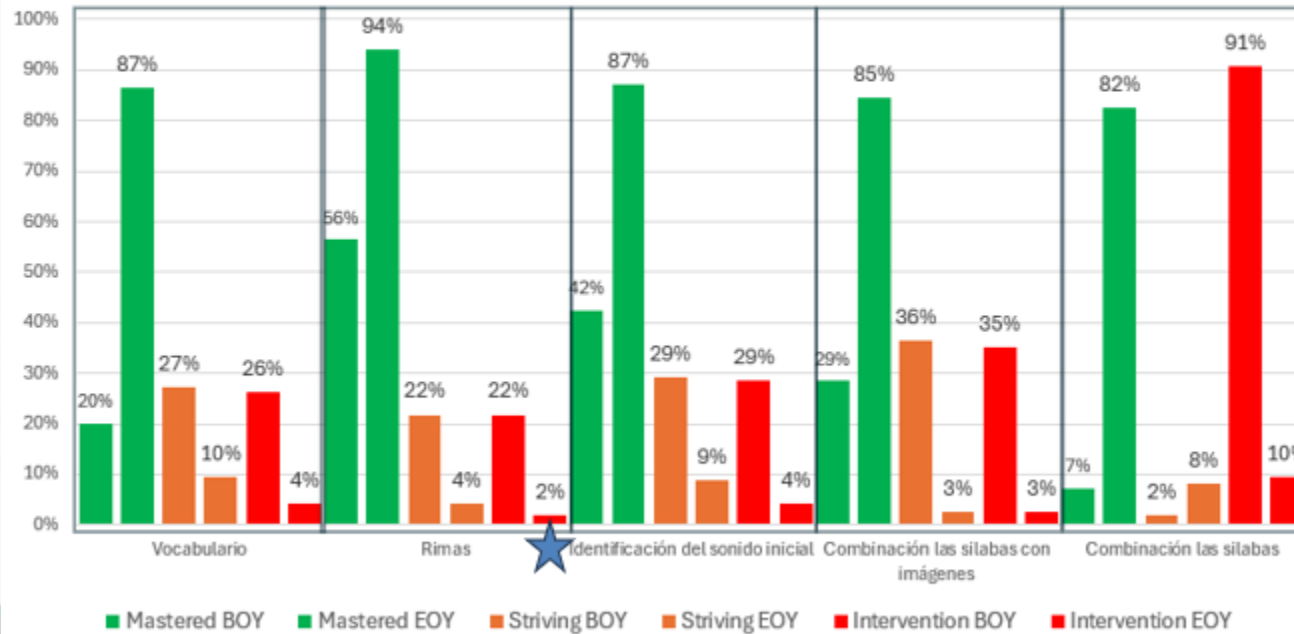


PHARR - SAN JUAN - ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION EOY Pre-K Assessment Pre-K 3 Emergent Bilingual

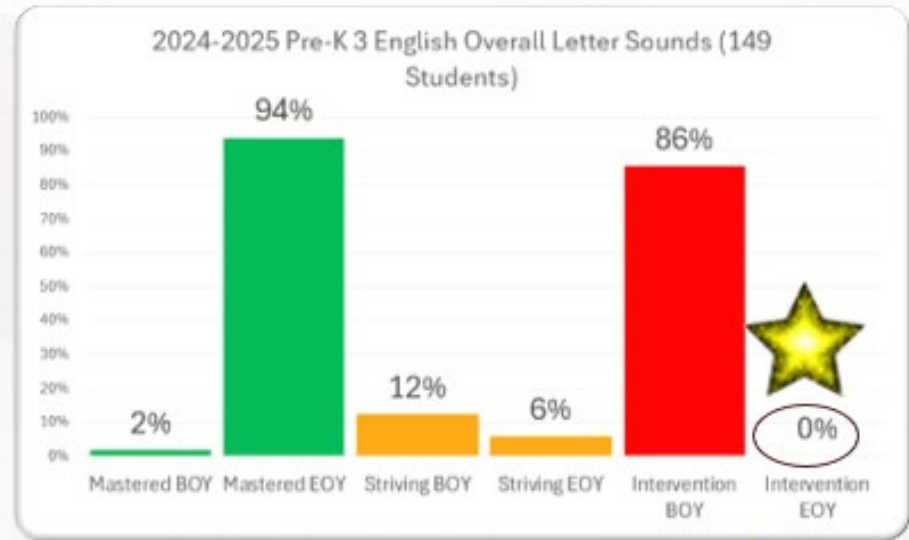
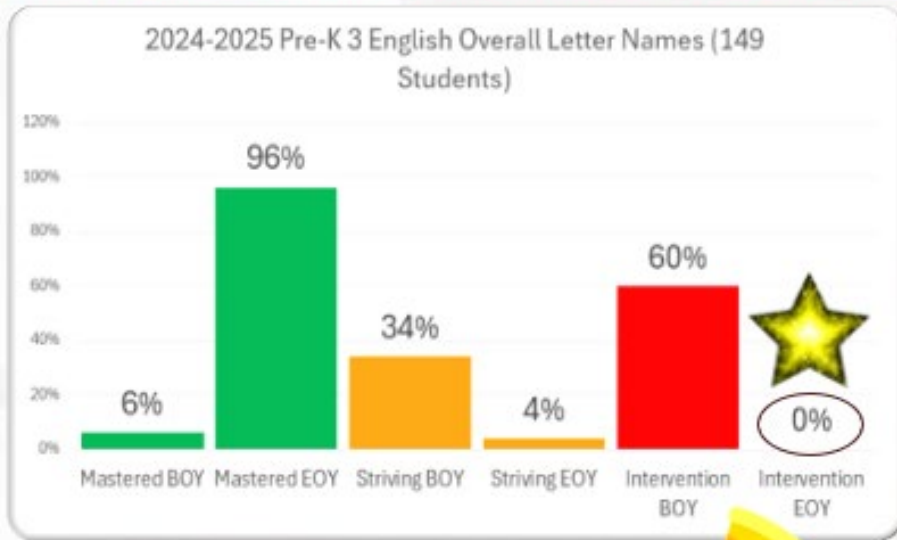


2024-2025 PK 3 Lectura Overall (148 Students)



PHARR - SAN JUAN - ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION EOY Pre-K Assessment Pre-K 3 English Proficient



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

EOY LION PRE-K 3 English

149 Students



LION/LEON Assessments Comparison Report

School Year: 2024-2025

PSJA EARLY START Student Group: Pre-K 3

BOY

GPK LION for Reading - Expedition 01 PK - CHEETAH PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
OVERALL	26.2% 130	15.5% 20	60.5% 78	24% 31
1 Amaro, Juan (*2079)	12.5% 2	50% 1		50% 1
2 Bugarin, Mayra (*9994)	77.8% 7		42.9% 3	57.1% 4
3 Campos, Edna (*7220)	36.4% 4			100% 4
4 Cervantes, Alexia (*5845)	38.5% 5	20% 1	80% 4	
5 Condado, Cassandra (*0483)	26.7% 4		75% 3	22.2% 1
6 Davila Carranza, Norma (*5148)	69.2% 9		77.8% 7	22.2% 2
7 Diaz, Yazmin (*1822)	70% 7		85.7% 6	14.3% 1
8 Garcia, Ana (*9901)	50% 6	16.7% 1	66.7% 4	16.7% 1
9 Garcia, Laura (*0997)	33.3% 4	25% 1	25% 1	50% 2
10 Garcia, Nallely (*5230)	63.6% 7	14.3% 1	71.4% 5	14.3% 1
11 Gow, Maria (*0552)	66.7% 4		100% 4	
12 Guajardo, Paloma (*3824)	40% 4		50% 2	50% 2

LION/LEON Assessments Comparison Report

School Year: 2024-2025

PSJA EARLY START Student Group: Pre-K 3

MOY

GPK LION for Reading - Expedition 02 PK - BABOON PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
OVERALL	26.4% 131	69.2% 90	25.4% 33	5.4% 7
1 Amaro, Juan (*2079)	12.5% 2		100% 2	
2 Bugarin, Mayra (*9994)	66.7% 6	66.7% 4	16.7% 1	16.7% 1
3 Campos, Edna (*7220)	36.4% 4		50% 2	50% 2
4 Cervantes, Alexia (*5845)	38.5% 5	80% 4	20% 1	
5 Condado, Cassandra (*0483)	33.3% 5	80% 4		20% 1
6 Davila Carranza, Norma (*5148)	69.2% 9	100% 9		
7 Diaz, Yazmin (*1822)	70% 7	42.9% 3	42.9% 3	14.3% 1
8 Garcia, Ana (*9901)	50% 6	66.7% 4	33.3% 2	
9 Garcia, Laura (*0997)	33.3% 4	100% 4		
10 Garcia, Nallely (*5230)	63.6% 7	100% 7		
11 Gow, Maria (*0552)	66.7% 4	50% 2	50% 2	
12 Guajardo, Paloma (*3824)	40% 4	50% 2	50% 2	

LION/LEON Assessments Comparison Report

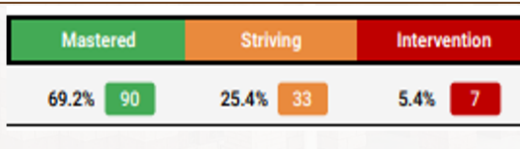
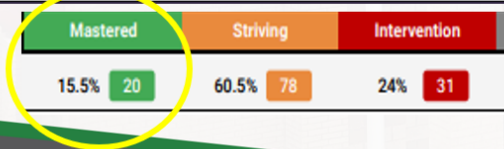
School Year: 2024-2025

PSJA EARLY START Student Group: Pre-K 3

EOY

GPK LION for Reading - Expedition 03 PK - GIRAFFE PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
OVERALL	26.8% 133	97% 129	2.3% 3	0.8% 1
1 Amaro, Juan (*2079)	18.8% 3	100% 3		
2 Bugarin, Mayra (*9994)	66.7% 6	100% 6		
3 Campos, Edna (*7220)	36.4% 4	75% 3	25% 1	
4 Cervantes, Alexia (*5845)	38.5% 5	100% 5		
5 Condado, Cassandra (*0483)	33.3% 5	100% 5		
6 Davila Carranza, Norma (*5148)	69.2% 9	100% 9		
7 Diaz, Yazmin (*1822)	70% 7	85.7% 6	14.3% 1	
8 Garcia, Ana (*9901)	50% 6	100% 6		
9 Garcia, Laura (*0997)	33.3% 4	100% 4		
10 Garcia, Nallely (*5230)	63.6% 7	100% 7		
11 Gow, Maria (*0552)	66.7% 4	100% 4		
12 Guajardo, Paloma (*3824)	40% 4	100% 4		



PK 3

EOY LION Pre-K 3 English Continued 149 Students



LION/LEON Assessments Comparison Report
 School Year: 2024-2025
 PSJA EARLY START Student Group: Pre-K 3
BOY
 GKPK LION for Reading - Expedition 01 PK - CHEETAH PK Teacher Comparison

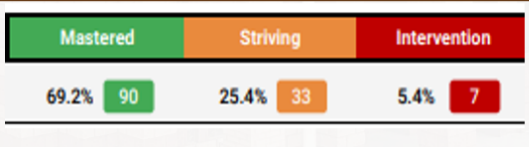
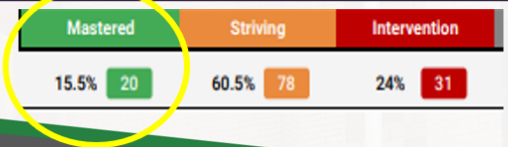
Teacher	Tested	Mastered	Striving	Intervention
13 Morales, Nallely (*9626)	47.1% 8	12.5% 1	50% 4	37.5% 3
14 MUNOZ, SAN JUANITA (*9943)	66.7% 8	25% 2	62.5% 5	12.5% 1
15 Neris, Irasema (*9793)	50% 2		50% 1	50% 1
16 Pichardo, Cynthia (*0557)	50% 3	50% 1	50% 1	
17 Portillo, Anna (*2999)	50% 6		66.7% 4	33.3% 2
18 Rodriguez, Maritza (*9019)	75% 9	33.3% 3	33.3% 3	33.3% 3
19 Salazar, Cynthia (*9758)	10% 1		100% 1	
20 Sandoval, Esmeralda (*5832)	43.8% 7	28.6% 2	71.4% 5	
21 Valdes, Amy (*8197)	50% 4	25% 1	75% 3	
22 Valladares, Laura (*9923)	83.3% 10	30% 3	60% 6	10% 1
23 Villarreal, Viviana (*2198)	41.2% 7	28.6% 2	57.1% 4	14.3% 1
24 No Teacher Assigned	33.3% 2		100% 2	

LION/LEON Assessments Comparison Report
 School Year: 2024-2025
 PSJA EARLY START Student Group: Pre-K 3
MOY
 GKPK LION for Reading - Expedition 02 PK - BABOON PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
13 Morales, Nallely (*9626)	47.1% 8	100% 8		
14 MUNOZ, SAN JUANITA (*9943)	66.7% 8	100% 8		
15 Neris, Irasema (*9793)	50% 2	50% 1		50% 1
16 Pichardo, Cynthia (*0557)	50% 3	50% 1	50% 1	
17 Portillo, Anna (*2999)	50% 6	83.3% 5	16.7% 1	
18 Rodriguez, Maritza (*9019)	75% 9	55.6% 5	33.3% 3	11.1% 1
19 Salazar, Cynthia (*9758)	10% 1		100% 1	
20 Sandoval, Esmeralda (*5832)	43.8% 7	57.1% 4	42.9% 3	
21 Valdes, Amy (*8197)	62.5% 5	80% 4	20% 1	
22 Valladares, Laura (*9923)	75% 9	88.9% 8	11.1% 1	
23 Villarreal, Viviana (*2198)	41.2% 7	14.3% 1	85.7% 6	
24 No Teacher Assigned	50% 3	66.7% 2	33.3% 1	

LION/LEON Assessments Comparison Report
 School Year: 2024-2025
 PSJA EARLY START Student Group: Pre-K 3
EOY
 GKPK LION for Reading - Expedition 03 PK - GIRAFFE PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
13 Morales, Nallely (*9626)	47.1% 8	100% 8		
14 MUNOZ, SAN JUANITA (*9943)	66.7% 8	100% 8		
15 Neris, Irasema (*9793)	50% 2	100% 2		
16 Pichardo, Cynthia (*0557)	50% 3	100% 3		
17 Portillo, Anna (*2999)	50% 6	83.3% 5		16.7% 1
18 Rodriguez, Maritza (*9019)	75% 9	88.9% 8	11.1% 1	
19 Salazar, Cynthia (*9758)	10% 1	100% 1		
20 Sandoval, Esmeralda (*5832)	43.8% 7	100% 7		
21 Valdes, Amy (*8197)	62.5% 5	100% 5		
22 Valladares, Laura (*9923)	83.3% 10	100% 10		
23 Villarreal, Viviana (*2198)	41.2% 7	100% 7		
24 No Teacher Assigned	50% 3	100% 3		



PK 3

LION EOY Pre-K Assessment Pre-K 3 Emergent Bilingual

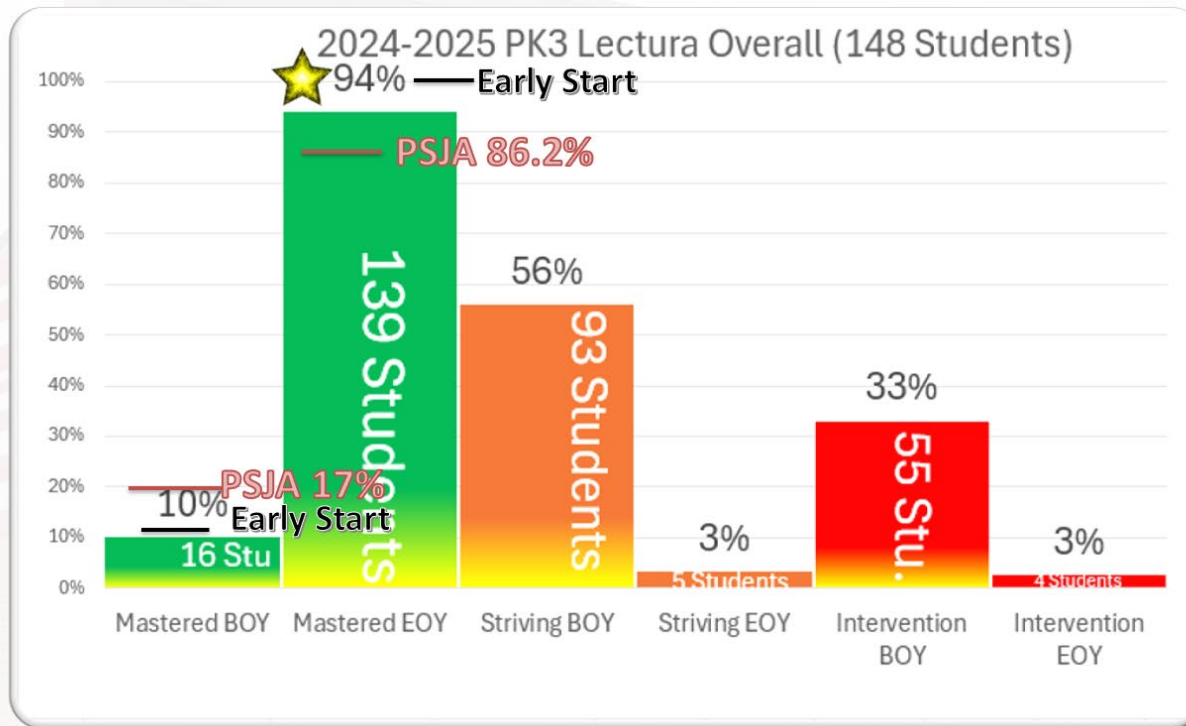


LION ASSESSMENT SPANISH Pre-K 3



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION EOY Pre-K Assessment Pre-K 3 Emergent Bilingual

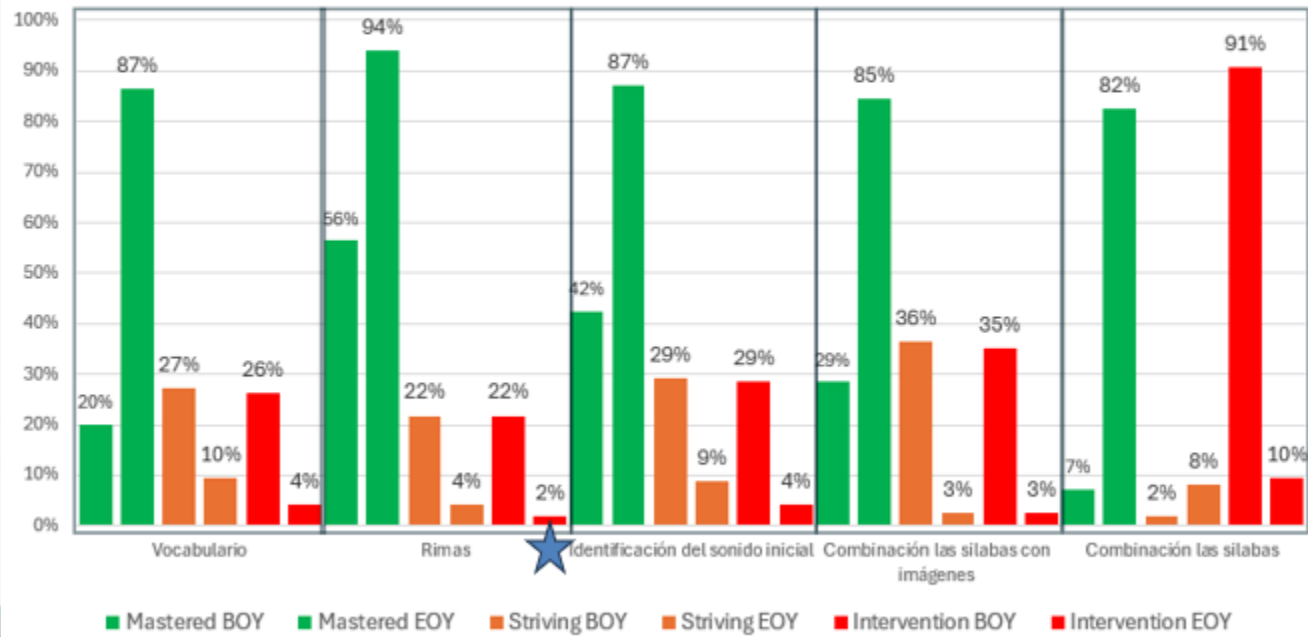


PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION EOY Pre-K Assessment Pre-K 3 Emergent Bilingual

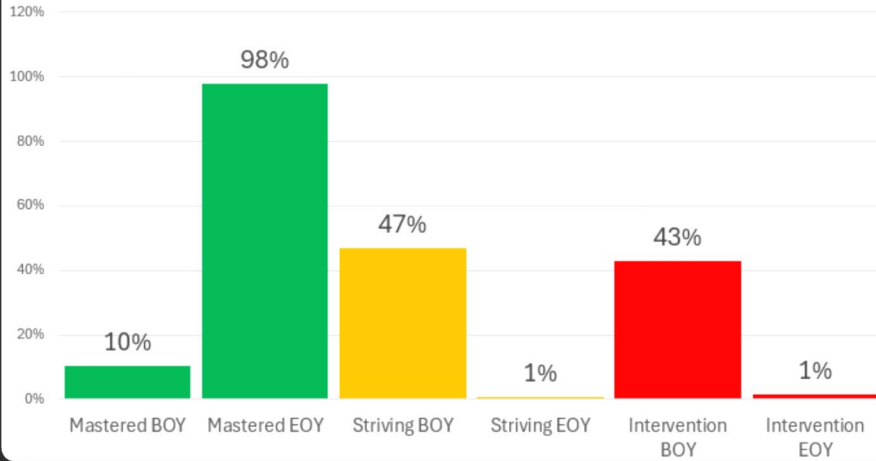


2024-2025 PK 3 Lectura Overall (148 Students)

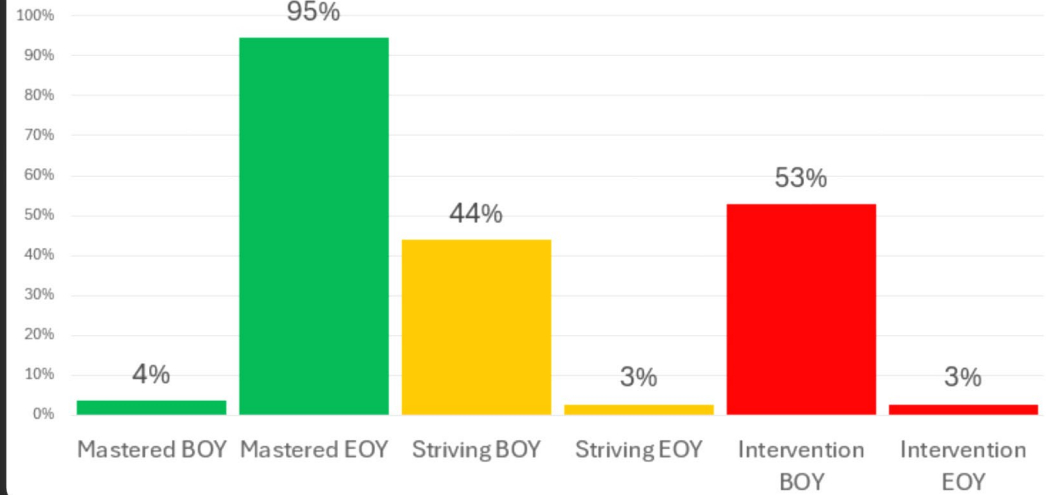


PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

2024-2025 Pre-K 3 Nombre de las letras (148 Students)



2024-2025 Pre-K 3 Sonido de las letras (148 Students)



EOY LEON Pre K 3 Lectura

148 Students



LION/LEON Assessments Comparison Report						LION/LEON Assessments Comparison Report						LION/LEON Assessments Comparison Report																							
School Year: 2024-2025						School Year: 2024-2025						School Year: 2024-2025																							
PSJA EARLY START Student Group: Pre-K 3						PSJA EARLY START Student Group: Pre-K 3						PSJA EARLY START Student Group: Pre-K 3																							
BOY						MOY						EOY																							
GPK LEON para lectura - Expedición 01 PK - GUEPARDO PK Teacher Comparison						GPK LEON para lectura - Expedición 02 PK - BABUINO PK Teacher Comparison						GPK LEON para lectura - Expedición 03 PK - JIRAFÁ PK Teacher Comparison																							
Teacher	Tested	Mastered	Striving	Intervention		Teacher	Tested	Mastered	Striving	Intervention		Teacher	Tested	Mastered	Striving	Intervention																			
OVERALL	30%	149	10.7%	16	59.1%	88	30.2%	45				OVERALL	29.4%	146	45.2%	66	39.7%	58	15.1%	22				OVERALL	29.6%	147	93.9%	138	3.4%	5	2.7%	4			
1 Amaro, Juan (*2079)	87.5%	14		28.6%	4	71.4%	10					1 Amaro, Juan (*2079)	87.5%	14	7.1%	1	35.7%	5	57.1%	8				1 Amaro, Juan (*2079)	87.5%	14	85.7%	12			14.3%	2			
2 Bugarin, Mayra (*9994)	33.3%	3		33.3%	1	66.7%	2					2 Bugarin, Mayra (*9994)	33.3%	3	33.3%	1	66.7%	2						2 Bugarin, Mayra (*9994)	33.3%	3	100%	3							
3 Campos, Edna (*7220)	63.6%	7		28.6%	2	71.4%	5					3 Campos, Edna (*7220)	63.6%	7		14.3%	1	85.7%	6					3 Campos, Edna (*7220)	63.6%	7	100%	7							
4 Cantu, Hilaria (*0420)	100%	7	28.6%	2	57.1%	4	14.3%	1				4 Cantu, Hilaria (*0420)	100%	7	42.9%	3	42.9%	3	14.3%	1				4 Cantu, Hilaria (*0420)	100%	7	85.7%	6	14.3%	1					
5 Cervantes, Alexia (*5845)	61.5%	8	12.5%	1	87.5%	7						5 Cervantes, Alexia (*5845)	61.5%	8	37.5%	3	62.5%	5						5 Cervantes, Alexia (*5845)	61.5%	8	100%	8							
6 Condado, Cassandra (*0483)	73.3%	11		90.9%	10	9.1%	1					6 Condado, Cassandra (*0483)	66.7%	10	40%	4	50%	5	10%	1				6 Condado, Cassandra (*0483)	73.3%	11	81.8%	9	9.1%	1	9.1%	1			
7 Davila Carranza, Norma (*5148)	30.8%	4		25%	1	75%	3					7 Davila Carranza, Norma (*5148)	30.8%	4	100%	4								7 Davila Carranza, Norma (*5148)	30.8%	4	100%	4							
8 Diaz, Yazmin (*1822)	30%	3		66.7%	2	33.3%	1					8 Diaz, Yazmin (*1822)	30%	3	33.3%	1	33.3%	1	33.3%	1				8 Diaz, Yazmin (*1822)	30%	3	100%	3							
9 Garcia, Ana (*9901)	50%	6	33.3%	2		66.7%	4					9 Garcia, Ana (*9901)	50%	6	66.7%	4	33.3%	2						9 Garcia, Ana (*9901)	50%	6	100%	6							
10 Garcia, Laura (*0997)	66.7%	8	37.5%	3	50%	4	12.5%	1				10 Garcia, Laura (*0997)	66.7%	8	75%	6	25%	2						10 Garcia, Laura (*0997)	66.7%	8	87.5%	7	12.5%	1					
11 Garcia, Nallely (*5230)	36.4%	4		100%	4							11 Garcia, Nallely (*5230)	36.4%	4	75%	3	25%	1						11 Garcia, Nallely (*5230)	36.4%	4	100%	4							
12 Gow, Maria (*0552)	33.3%	2		100%	2							12 Gow, Maria (*0552)	33.3%	2	50%	1	50%	1						12 Gow, Maria (*0552)	33.3%	2	100%	2							
13 Guajardo, Paloma (*3824)	60%	6		66.7%	4	33.3%	2					13 Guajardo, Paloma (*3824)	60%	6	33.3%	2	66.7%	4						13 Guajardo, Paloma (*3824)	60%	6	100%	6							

Mastered	Striving	Intervention
10.7% 16	59.1% 88	30.2% 45

Mastered	Striving	Intervention
45.2% 66	39.7% 58	15.1% 22

Mastered	Striving	Intervention
93.9% 138	3.4% 5	2.7% 4

PK 3

EOY LEON Pre K 3 Lectura

148 Students



LION/LEON Assessments Comparison Report

School Year: 2024-2025

PSJA EARLY START Student Group: Pre-K-3

BOY

GPK LEON para lectura - Expedición 01 PK - GUEPARDO PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
OVERALL	30% 149	10.7% 16	59.1% 88	30.2% 45
1 Amaro, Juan (*2079)	87.5% 14		28.6% 4	71.4% 10
2 Bugarin, Mayra (*9994)	33.3% 3		33.3% 1	66.7% 2
3 Campos, Edna (*7220)	63.6% 7		28.6% 2	71.4% 5
4 Cantu, Hilaria (*0426)	100% 7	28.6% 2	57.1% 4	14.3% 1
5 Cervantes, Alexia (*5845)	61.5% 8	12.5% 1	87.5% 7	
6 Conrado, Cassandra (*0483)	73.3% 11		90.9% 10	9.1% 1
7 Davila Carranza, Norma (*5148)	30.8% 4		25% 1	75% 3
8 Diaz, Yazmin (*1822)	30% 3		66.7% 2	33.3% 1
9 Garcia, Ana (*9901)	50% 6	33.3% 2		66.7% 4
10 Garcia, Laura (*0997)	66.7% 8	37.5% 3	50% 4	12.5% 1
11 Garcia, Nallely (*5230)	36.4% 4		100% 4	
12 Gow, Maria (*0552)	33.3% 2		100% 2	
13 Guajardo, Paloma (*3824)	60% 6		66.7% 4	33.3% 2

LION/LEON Assessments Comparison Report

School Year: 2024-2025

PSJA EARLY START Student Group: Pre-K-3

MOY

GPK LEON para lectura - Expedición 02 PK - BABUINO PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
OVERALL	29.4% 146	45.2% 66	39.7% 58	15.1% 22
1 Amaro, Juan (*2079)	87.5% 14	7.1% 1	35.7% 5	57.1% 8
2 Bugarin, Mayra (*9994)	33.3% 3	33.3% 1	66.7% 2	
3 Campos, Edna (*7220)	63.6% 7		14.3% 1	85.7% 6
4 Cantu, Hilaria (*0426)	100% 7	42.9% 3	42.9% 3	14.3% 1
5 Cervantes, Alexia (*5845)	61.5% 8	37.5% 3	62.5% 5	
6 Conrado, Cassandra (*0483)	66.7% 10	40% 4	50% 5	10% 1
7 Davila Carranza, Norma (*5148)	30.8% 4	100% 4		
8 Diaz, Yazmin (*1822)	30% 3	33.3% 1	33.3% 1	33.3% 1
9 Garcia, Ana (*9901)	50% 6	66.7% 4	33.3% 2	
10 Garcia, Laura (*0997)	66.7% 8	75% 6	25% 2	
11 Garcia, Nallely (*5230)	36.4% 4	75% 3	25% 1	
12 Gow, Maria (*0552)	33.3% 2	50% 1	50% 1	
13 Guajardo, Paloma (*3824)	60% 6	33.3% 2	66.7% 4	

LION/LEON Assessments Comparison Report

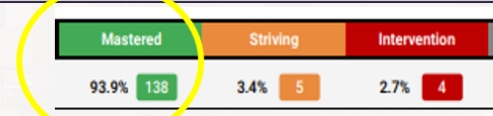
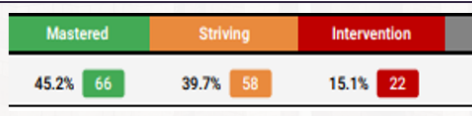
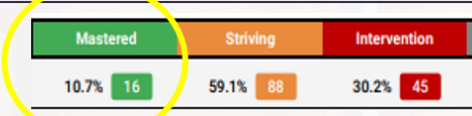
School Year: 2024-2025

PSJA EARLY START Student Group: Pre-K-3

EOY

GPK LEON para lectura - Expedición 03 PK - JIRAFa PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
OVERALL	29.6% 147	93.9% 138	3.4% 5	2.7% 4
1 Amaro, Juan (*2079)	87.5% 14	85.7% 12		14.3% 2
2 Bugarin, Mayra (*9994)	33.3% 3	100% 3		
3 Campos, Edna (*7220)	63.6% 7	100% 7		
4 Cantu, Hilaria (*0426)	100% 7	85.7% 6	14.3% 1	
5 Cervantes, Alexia (*5845)	61.5% 8	100% 8		
6 Conrado, Cassandra (*0483)	73.3% 11	81.8% 9	9.1% 1	9.1% 1
7 Davila Carranza, Norma (*5148)	30.8% 4	100% 4		
8 Diaz, Yazmin (*1822)	30% 3	100% 3		
9 Garcia, Ana (*9901)	50% 6	100% 6		
10 Garcia, Laura (*0997)	66.7% 8	87.5% 7	12.5% 1	
11 Garcia, Nallely (*5230)	36.4% 4	100% 4		
12 Gow, Maria (*0552)	33.3% 2	100% 2		
13 Guajardo, Paloma (*3824)	60% 6	100% 6		



PK 3



LION ASSESSMENT ENGLISH Pre-K 4



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

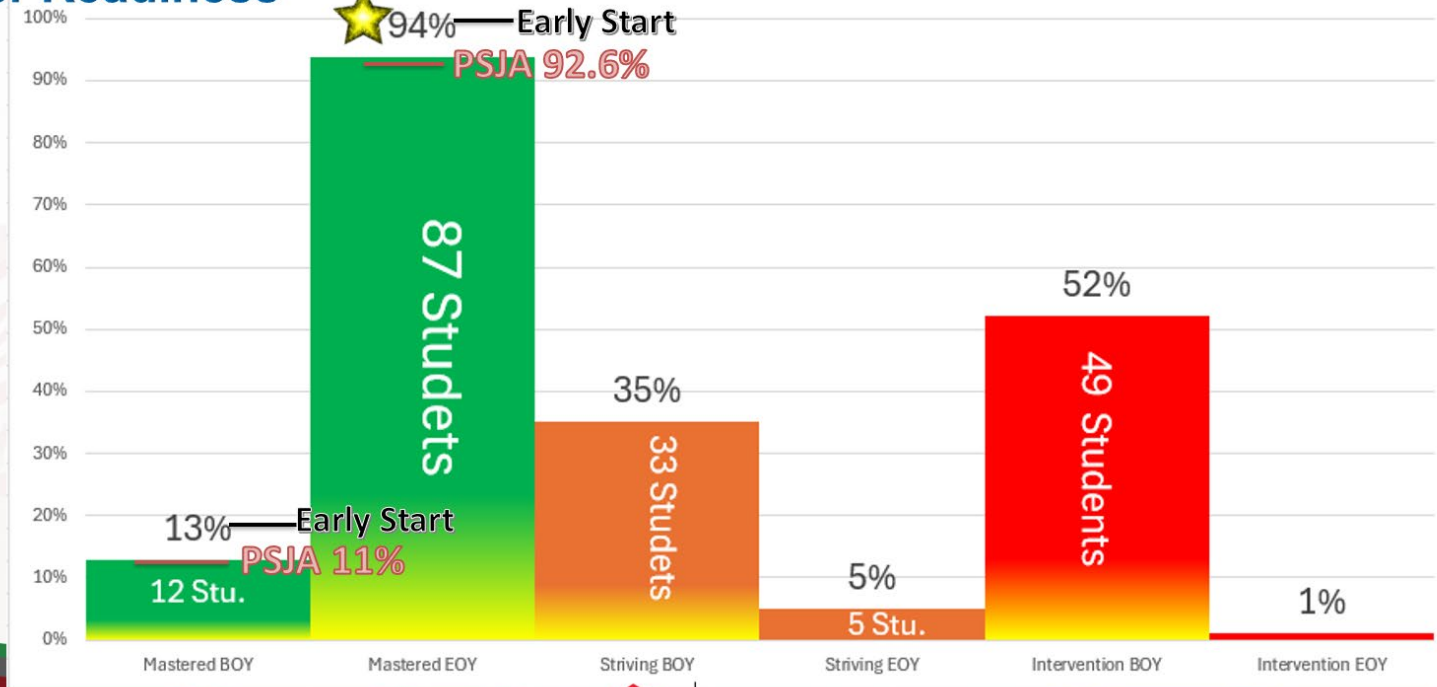
LION EOY Pre-K Assessment Pre-K 4 English Proficient

94 Students



Goal:
Kinder Readiness

2024-2025 PK4 Reading Overall (94 Students)



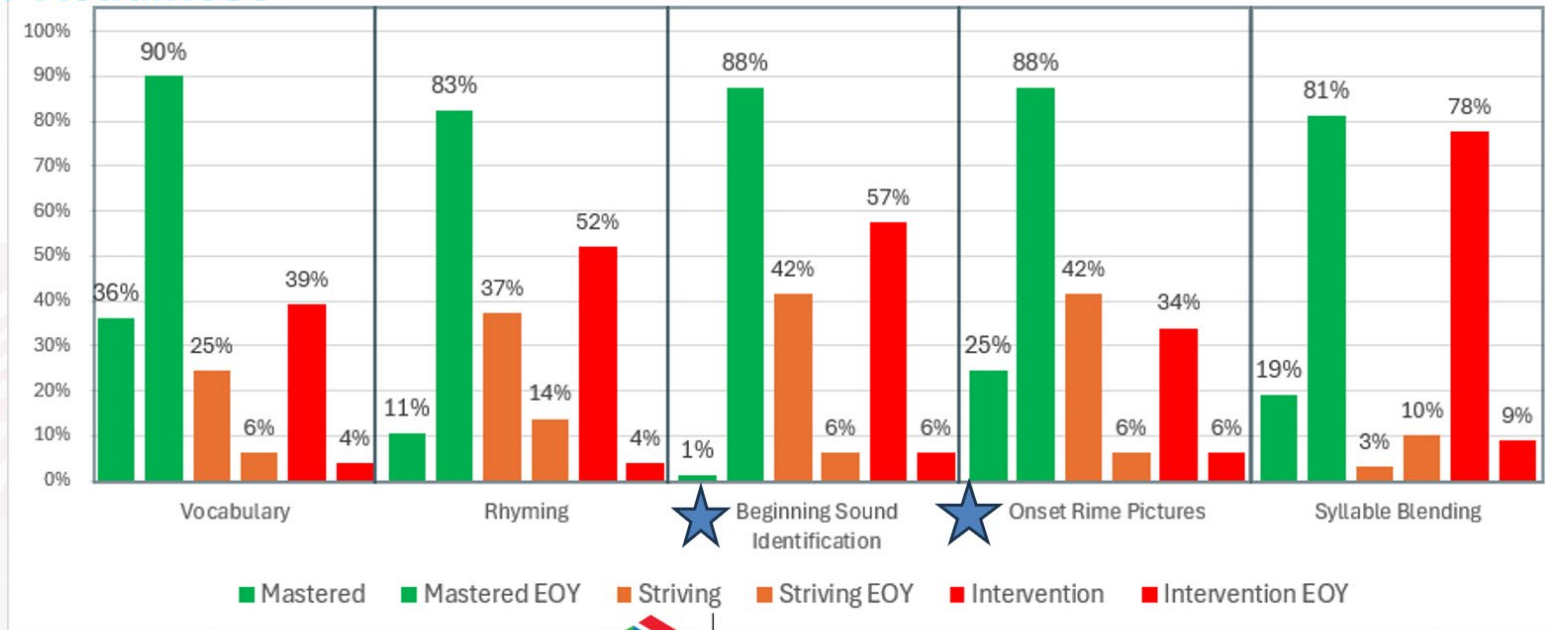
PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION EOY Pre-K Assessment Pre-K 4 English Proficient

94 Students



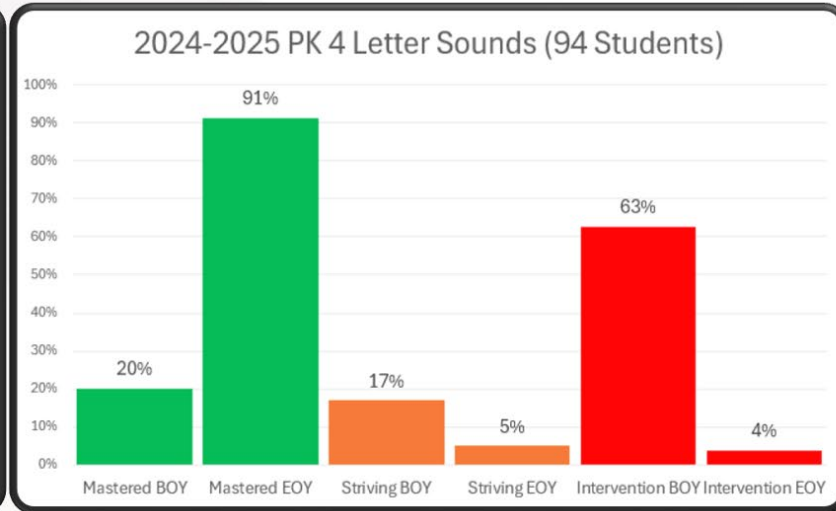
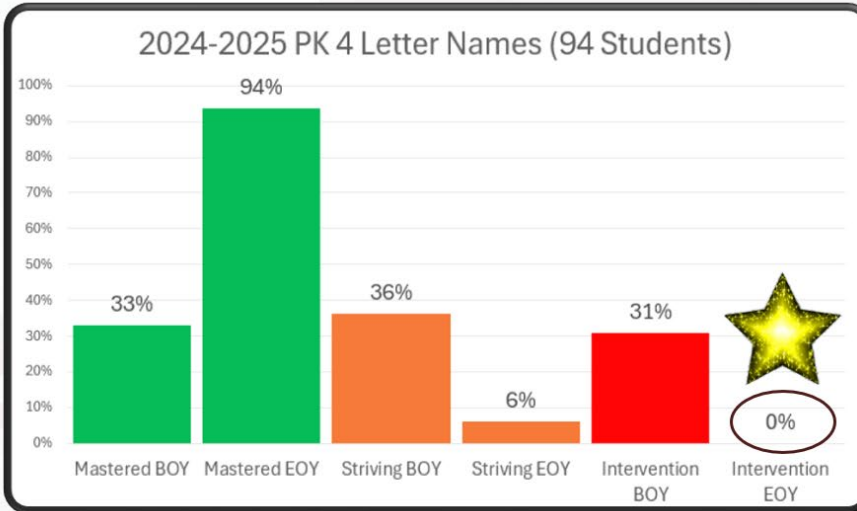
Goal:
Kinder Readiness 2024-2025 PK 4 English Overall (94 Students)



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION EOY Pre-K Assessment Pre-K 4 English

94 Students



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

EOY LION: PK 4 English 94 Students



LION/LEON Assessments Comparison Report					
School Year: 2024-2025					
PSJA EARLY START Student Group: Pre-K 4, Pre-K 5					
BOY					
GPK LION for Reading - Expedition 01 PK - CHEETAH PK Teacher Comparison					
Teacher	Tested	Mastered	Striving	Intervention	
OVERALL	16.1% 80	15% 12	37.5% 30	47.5% 38	
1 Alvarado, Natalia (*3060)	22.2% 4	25% 1	50% 2	25% 1	
2 Bugarin, Mayra (*9994)	44.4% 4	25% 1		75% 3	
3 Campos, Edna (*7220)	28.6% 2			100% 2	
4 Cantu, Hilaria (*0426)	50% 2			100% 2	
5 Cervantes, Alexia (*5845)	66.7% 6	33.3% 2	16.7% 1	50% 3	
6 Condado, Cassandra (*0483)	20% 1			100% 1	
7 Davila Carranza, Norma (*5148)	100% 1		100% 1		
8 Diaz, Yazmin (*1822)	40% 2		100% 2		
9 Garcia, Ana (*9901)	50% 2			100% 2	
10 Garcia, Laura (*0997)	33.3% 3		66.7% 2	33.3% 1	
11 Garcia, Nallely (*5230)	66.7% 6	50% 3	33.3% 2	16.7% 1	
12 Garza, Yolanda (*2007)	23.5% 4	25% 1	25% 1	50% 2	
13 Gow, Maria (*0552)	80% 8	37.5% 3	50% 4	12.5% 1	
14 Guajardo, Paloma (*5824)	55.6% 5			100% 5	

LION/LEON Assessments Comparison Report					
School Year: 2024-2025					
PSJA EARLY START Student Group: Pre-K 4, Pre-K 5					
MOY					
GPK LION for Reading - Expedition 02 PK - BABOON PK Teacher Comparison					
Teacher	Tested	Mastered	Striving	Intervention	
OVERALL	16.1% 80	70% 56	22.5% 18	7.5% 6	
1 Alvarado, Natalia (*3060)	22.2% 4	4 4			
2 Bugarin, Mayra (*9994)	44.4% 4	2 2	50% 2		
3 Campos, Edna (*7220)	28.6% 2		50% 1	50% 1	
4 Cantu, Hilaria (*0426)	50% 2	1 1	50% 1		
5 Cervantes, Alexia (*5845)	66.7% 6	3 3	33.3% 2	16.7% 1	
6 Condado, Cassandra (*0483)	20% 1			100% 1	
7 Davila Carranza, Norma (*5148)	100% 1	1 1			
8 Diaz, Yazmin (*1822)	40% 2	2 2			
9 Garcia, Ana (*9901)	50% 2		100% 2		
10 Garcia, Laura (*0997)	33.3% 3	2 2	33.3% 1		
11 Garcia, Nallely (*5230)	66.7% 6	5 5		16.7% 1	
12 Garza, Yolanda (*2007)	23.5% 4	4 4			
13 Gow, Maria (*0552)	80% 8	6 6	12.5% 1	12.5% 1	
14 Guajardo, Paloma (*5824)	55.6% 5	1 1	80% 4		

LION/LEON Assessments Comparison Report					
School Year: 2024-2025					
PSJA EARLY START Student Group: Pre-K 4, Pre-K 5					
EOY					
GPK LION for Reading - Expedition 03 PK - GIRAFFE PK Teacher Comparison					
Teacher	Tested	Mastered	Striving	Intervention	
OVERALL	16.1% 80	90% 72	7.5% 6	2.5% 2	
1 Alvarado, Natalia (*3060)	22.2% 4	100% 4			
2 Bugarin, Mayra (*9994)	44.4% 4	100% 4			
3 Campos, Edna (*7220)	28.6% 2	50% 1	50% 1		
4 Cantu, Hilaria (*0426)	50% 2	100% 2			
5 Cervantes, Alexia (*5845)	66.7% 6	83.3% 5	16.7% 1		
6 Condado, Cassandra (*0483)	20% 1			100% 1	
7 Davila Carranza, Norma (*5148)	100% 1	100% 1			
8 Diaz, Yazmin (*1822)	40% 2	100% 2			
9 Garcia, Ana (*9901)	50% 2	100% 2			
10 Garcia, Laura (*0997)	33.3% 3	100% 3			
11 Garcia, Nallely (*5230)	66.7% 6	83.3% 5	16.7% 1		
12 Garza, Yolanda (*2007)	23.5% 4	100% 4			
13 Gow, Maria (*0552)	80% 8	87.5% 7	12.5% 1		
14 Guajardo, Paloma (*5824)	55.6% 5	100% 5			

Mastered	Striving	Intervention
15% 12	37.5% 30	47.5% 38

Mastered	Striving	Intervention
70% 56	22.5% 18	7.5% 6

Mastered	Striving	Intervention
90% 72	7.5% 6	2.5% 2

LION: PK 4

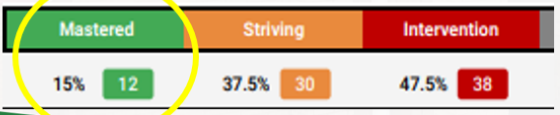
EOY LION: PK 4 English

94 Students  **COLLEGE³**
READY.CONNECTED.COMPLETE™

LION/LEON Assessments Comparison Report				
School Year: 2024-2025				
BOY				
PSJA EARLY START Student Group: Pre-K 4, Pre-K 5				
GPK LION for Reading - Expedition 01 PK - CHEETAH PK Teacher Comparison				
Teacher	Tested	Mastered	Striving	Intervention
15 Morales, Nallely (*9626)	75% 6	50% 3	50% 3	
16 MUNOZ, SAN JUANITA (*9443)	75% 3	33.3% 1	66.7% 2	
17 Pichardo, Cynthia (*0557)	22.2% 2	50% 1	50% 1	
18 Portillo, Anna (*2999)	37.5% 3	33.3% 1	66.7% 2	
19 Rodriguez, Maritza (*9019)	50% 2	100% 2		
20 Salazar, Cynthia (*9758)	25% 2	50% 1	50% 1	
21 Sandoval, Esmeralda (*5832)	80% 4	50% 2	50% 2	
22 Valdes, Amy (*8197)	55.6% 5			100% 5
23 Valladares, Laura (*9223)	33.3% 2	100% 2		
24 No Teacher Assigned	50% 1	100% 1		

LION/LEON Assessments Comparison Report				
School Year: 2024-2025				
MOY				
PSJA EARLY START Student Group: Pre-K 4, Pre-K 5				
GPK LION for Reading - Expedition 02 PK - BABOON PK Teacher Comparison				
Teacher	Tested	Mastered	Striving	Intervention
15 Morales, Nallely (*9626)	75% 6	100% 6		
16 MUNOZ, SAN JUANITA (*9443)	75% 3	100% 3		
17 Pichardo, Cynthia (*0557)	22.2% 2	50% 1	50% 1	
18 Portillo, Anna (*2999)	37.5% 3	66.7% 2	33.3% 1	
19 Rodriguez, Maritza (*9019)	50% 2	100% 2		
20 Salazar, Cynthia (*9758)	25% 2	50% 1	50% 1	
21 Sandoval, Esmeralda (*5832)	80% 4	50% 2	25% 1	25% 1
22 Valdes, Amy (*8197)	55.6% 5	100% 5		
23 Valladares, Laura (*9223)	33.3% 2	100% 2		
24 No Teacher Assigned	50% 1	100% 1		

LION/LEON Assessments Comparison Report				
School Year: 2024-2025				
EOY				
PSJA EARLY START Student Group: Pre-K 4, Pre-K 5				
GPK LION for Reading - Expedition 03 PK - GIRAFFE PK Teacher Comparison				
Teacher	Tested	Mastered	Striving	Intervention
15 Morales, Nallely (*9626)	75% 6	100% 6		
16 MUNOZ, SAN JUANITA (*9443)	75% 3	100% 3		
17 Pichardo, Cynthia (*0557)	22.2% 2	100% 2		
18 Portillo, Anna (*2999)	37.5% 3	33.3% 1	33.3% 1	33.3% 1
19 Rodriguez, Maritza (*9019)	50% 2	100% 2		
20 Salazar, Cynthia (*9758)	25% 2	100% 2		
21 Sandoval, Esmeralda (*5832)	80% 4	75% 3	25% 1	
22 Valdes, Amy (*8197)	55.6% 5	100% 5		
23 Valladares, Laura (*9223)	33.3% 2	100% 2		
24 No Teacher Assigned	50% 1	100% 1		



LION: PK 4

Pre-K Assessment



LION ASSESSMENT SPANISH Pre-K 4



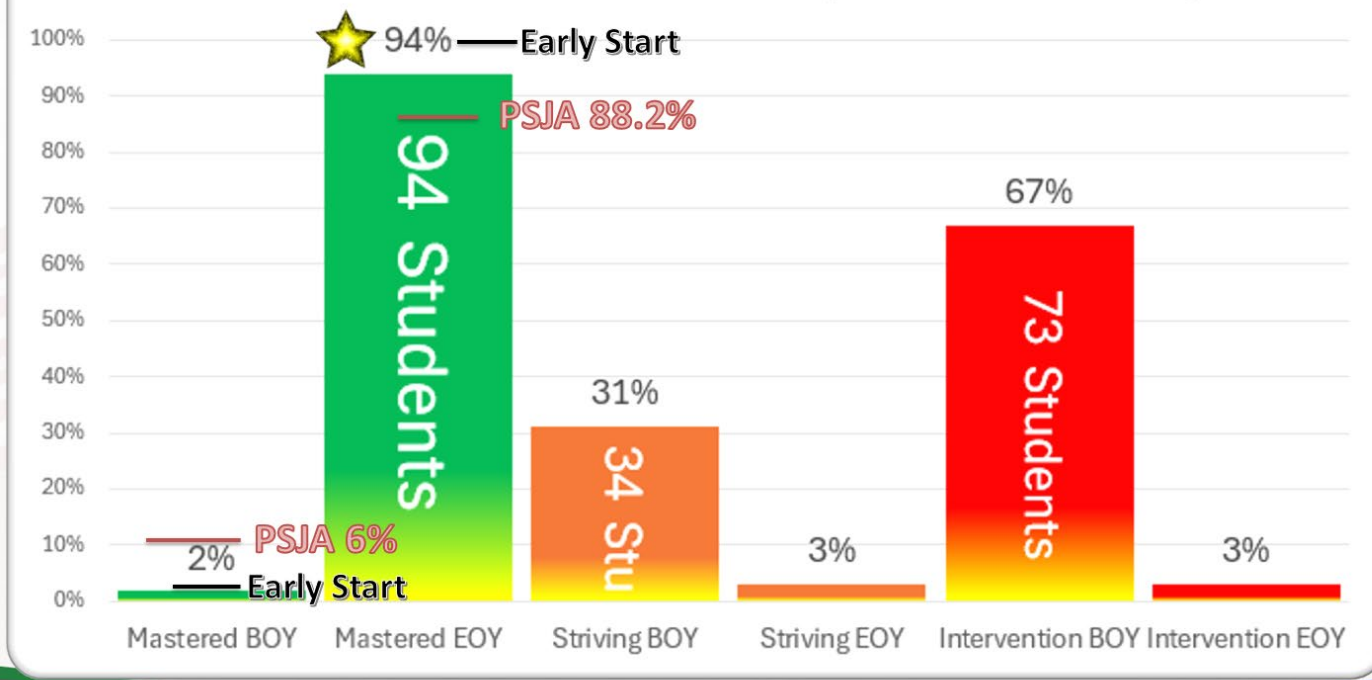
PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION Pre-K Assessment Pre-K 4 Emergent Bilingual

109 Students



2024-2025 PK 4 Lectura (109 Students)



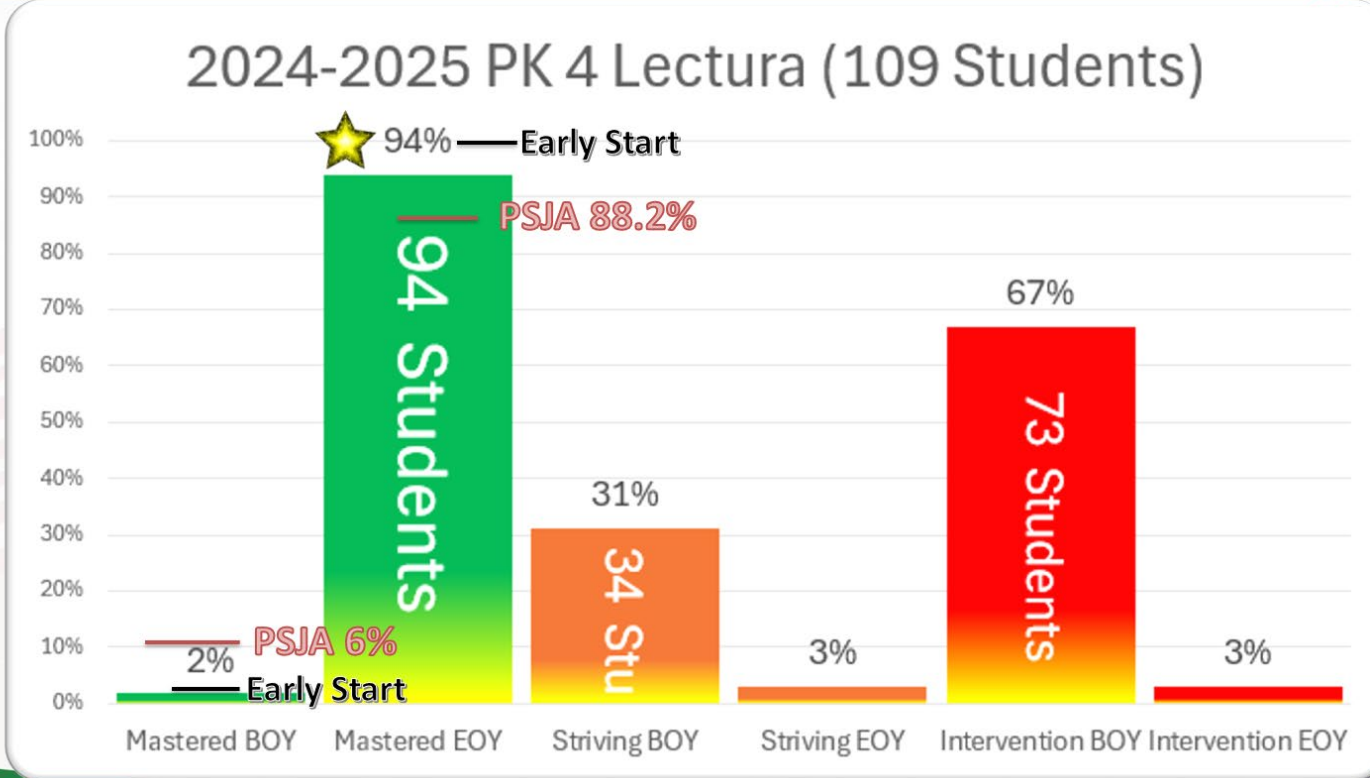
PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION Pre-K Assessment Pre-K 4 Emergent Bilingual

109 Students



2024-2025 PK 4 Lectura (109 Students)

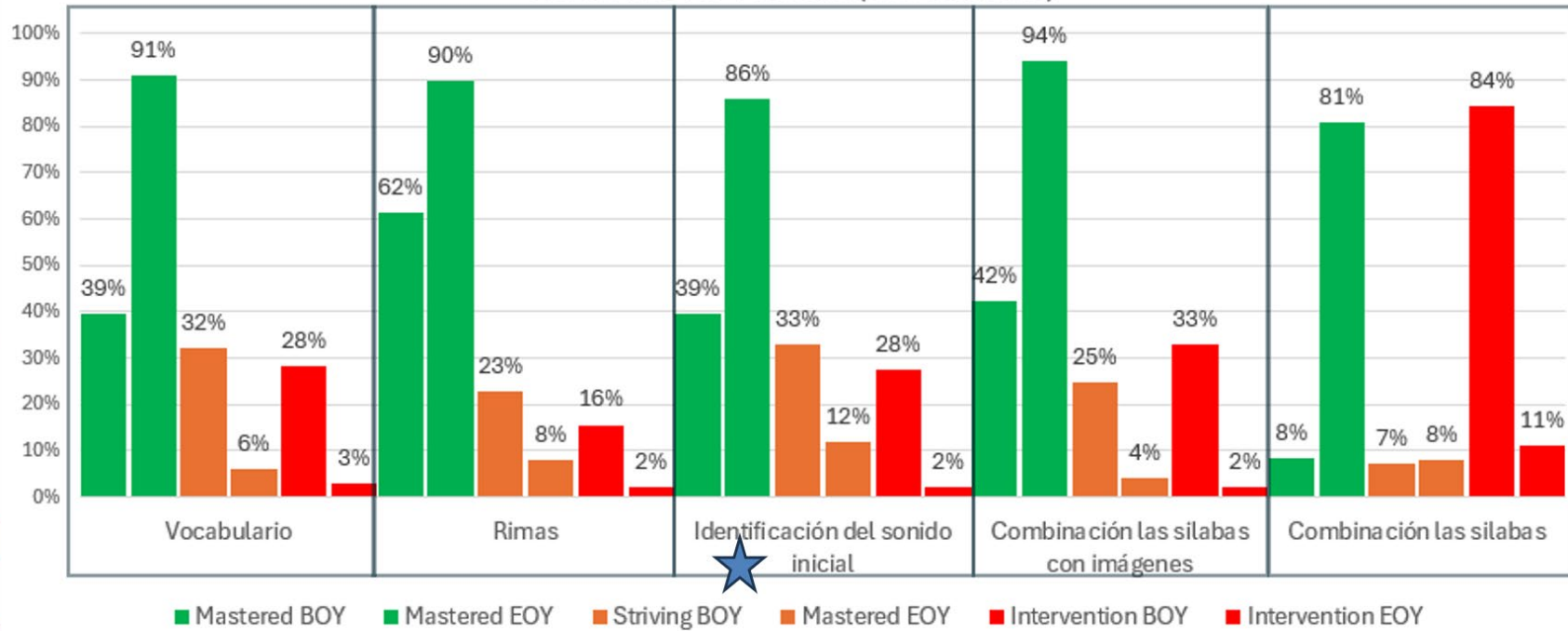


PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION EOY Pre-K Assessment Pre-K 4 Emergent Bilingual 109 Students

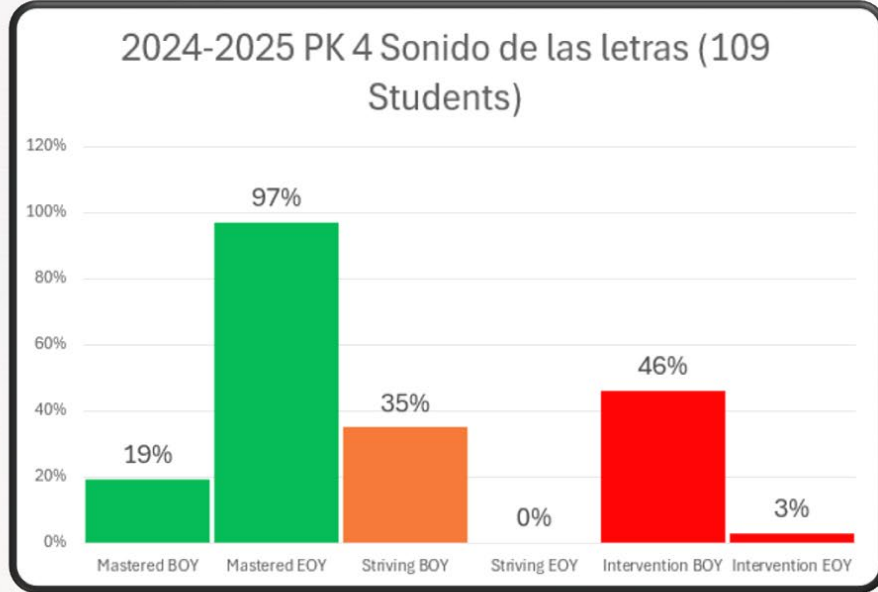
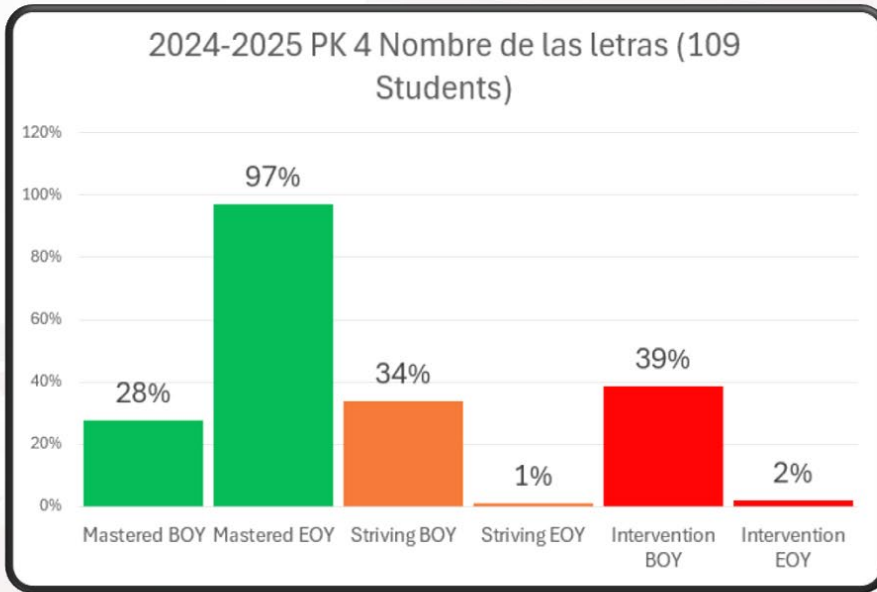


2024-2025 PK 4 Lectura (109 Students)



PHARR - SAN JUAN - ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION EOY Pre-K Assessment Pre-K 4 Emergent Bilingual 109 Students



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

EOY LEON: PK 4 Lectura

109 Students



LION/LEON Assessments Comparison Report
 School Year: 2024-2025
 PSJA EARLY START Student Group: Pre-K 4, Pre-K 5 **BOY**

GPK LEON para lectura - Expedición 01 PK - GUEPARDO PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
OVERALL	20.1% 100	2% 2	31% 31	67% 67
1 Alvarado, Natalia (*3060)	77.8% 14		35.7% 5	64.3% 9
2 Bugarin, Mayra (*9994)	55.6% 5			100% 5
3 Campos, Edna (*7228)	71.4% 5			100% 5
4 Cantu, Hilaria (*0426)	50% 2		50% 1	50% 1
5 Cervantes, Alexia (*5845)	33.3% 3		33.3% 1	66.7% 2
6 Condado, Cassandra (*0483)	80% 4		25% 1	75% 3
7 Diaz, Yazmin (*1822)	60% 3		33.3% 1	66.7% 2
8 Garcia, Ana (*9901)	50% 2			100% 2
9 Garcia, Laura (*0997)	66.7% 6	16.7% 1	66.7% 4	16.7% 1
10 Garcia, Nallely (*5230)	33.3% 3		66.7% 2	33.3% 1
11 Garza, Yolanda (*2007)	76.5% 13		15.4% 2	84.6% 11
12 Gow, Maria (*0552)	20% 2		50% 1	50% 1
13 Guajardo, Paloma (*3824)	44.4% 4			100% 4

LION/LEON Assessments Comparison Report
 School Year: 2024-2025
 PSJA EARLY START Student Group: Pre-K 4, Pre-K 5 **MOY**

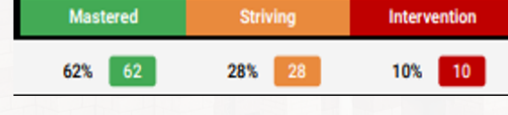
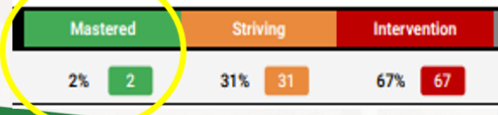
GPK LEON para lectura - Expedición 02 PK - BABUINO PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
OVERALL	20.1% 100	62% 62	28% 28	10% 10
1 Alvarado, Natalia (*3060)	77.8% 14	85.7% 12		14.3% 2
2 Bugarin, Mayra (*9994)	55.6% 5	60% 3	40% 2	
3 Campos, Edna (*7228)	71.4% 5			100% 5
4 Cantu, Hilaria (*0426)	50% 2	50% 1	50% 1	
5 Cervantes, Alexia (*5845)	33.3% 3	33.3% 1	66.7% 2	
6 Condado, Cassandra (*0483)	80% 4	50% 2	25% 1	25% 1
7 Diaz, Yazmin (*1822)	60% 3		100% 3	
8 Garcia, Ana (*9901)	50% 2	50% 1	50% 1	
9 Garcia, Laura (*0997)	66.7% 6	83.3% 5		16.7% 1
10 Garcia, Nallely (*5230)	33.3% 3	66.7% 2	33.3% 1	
11 Garza, Yolanda (*2007)	76.5% 13	61.5% 8	38.5% 5	
12 Gow, Maria (*0552)	20% 2	50% 1	50% 1	
13 Guajardo, Paloma (*3824)	44.4% 4	25% 1	75% 3	

LION/LEON Assessments Comparison Report
 School Year: 2024-2025
 PSJA EARLY START Student Group: Pre-K 4, Pre-K 5 **EOY**

GPK LEON para lectura - Expedición 03 PK - JIRAFa PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
OVERALL	20.1% 100	94% 94	3% 3	3% 3
1 Alvarado, Natalia (*3060)	77.8% 14	92.9% 13	7.1% 1	
2 Bugarin, Mayra (*9994)	55.6% 5	100% 5		
3 Campos, Edna (*7228)	71.4% 5	80% 4	20% 1	
4 Cantu, Hilaria (*0426)	50% 2	50% 1	50% 1	
5 Cervantes, Alexia (*5845)	33.3% 3	100% 3		
6 Condado, Cassandra (*0483)	80% 4	75% 3		25% 1
7 Diaz, Yazmin (*1822)	60% 3	100% 3		
8 Garcia, Ana (*9901)	50% 2	100% 2		
9 Garcia, Laura (*0997)	66.7% 6	83.3% 5		16.7% 1
10 Garcia, Nallely (*5230)	33.3% 3	100% 3		
11 Garza, Yolanda (*2007)	76.5% 13	100% 13		
12 Gow, Maria (*0552)	20% 2	100% 2		
13 Guajardo, Paloma (*3824)	44.4% 4	100% 4		



LION: PK 4

EOY LEON: PK 4 Lectura 109 Students



LION/LEON Assessments Comparison Report
 School Year: 2024-2025
 PSJA EARLY START Student Group: Pre-K 4, Pre-K 5
BOY
 GPK LEON para lectura - Expedición 01 PK - GUEPARDO PK Teacher Comparison

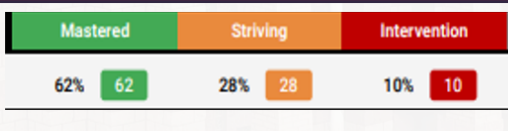
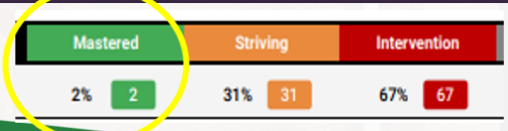
Teacher	Tested	Mastered	Striving	Intervention
14 Morales, Nallely (*9626)	25%	2	50%	1
15 MUNOZ, SAN JUANITA (*3943)	25%	1	100%	1
16 Neris, Irasema (*9793)	100%	1	100%	1
17 Pichardo, Cynthia (*0557)	77.8%	7	28.6%	5
18 Portillo, Anna (*2999)	62.5%	5	80%	1
19 Rodriguez, Maritza (*9019)	50%	2	50%	1
20 Salazar, Cynthia (*9758)	75%	6	16.7%	5
21 Sandoval, Esmeralda (*5832)	20%	1	100%	1
22 Valdes, Amy (*8197)	44.4%	4	25%	3
23 Valladares, Laura (*9923)	66.7%	4	100%	4
24 No Teacher Assigned	50%	1	100%	1

LION/LEON Assessments Comparison Report
 School Year: 2024-2025
 PSJA EARLY START Student Group: Pre-K 4, Pre-K 5
MOY
 GPK LEON para lectura - Expedición 02 PK - BABUINO PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
14 Morales, Nallely (*9626)	25%	2	100%	2
15 MUNOZ, SAN JUANITA (*3943)	25%	1	100%	1
16 Neris, Irasema (*9793)	100%	1	100%	1
17 Pichardo, Cynthia (*0557)	77.8%	7	57.1%	3
18 Portillo, Anna (*2999)	62.5%	5	100%	5
19 Rodriguez, Maritza (*9019)	50%	2	100%	2
20 Salazar, Cynthia (*9758)	75%	6	33.3%	4
21 Sandoval, Esmeralda (*5832)	20%	1	100%	1
22 Valdes, Amy (*8197)	44.4%	4	100%	4
23 Valladares, Laura (*9923)	66.7%	4	75%	1
24 No Teacher Assigned	50%	1	100%	1

LION/LEON Assessments Comparison Report
 School Year: 2024-2025
 PSJA EARLY START Student Group: Pre-K 4, Pre-K 5
 GPK LEON para lectura - Expedición 03 PK - JIRAFÁ PK Teacher Comparison

Teacher	Tested	Mastered	Striving	Intervention
14 Morales, Nallely (*9626)	25%	2	100%	2
15 MUNOZ, SAN JUANITA (*3943)	25%	1	100%	1
16 Neris, Irasema (*9793)	100%	1	100%	1
17 Pichardo, Cynthia (*0557)	77.8%	7	100%	7
18 Portillo, Anna (*2999)	62.5%	5	100%	5
19 Rodriguez, Maritza (*9019)	50%	2	100%	2
20 Salazar, Cynthia (*9758)	75%	6	100%	6
21 Sandoval, Esmeralda (*5832)	20%	1	100%	1
22 Valdes, Amy (*8197)	44.4%	4	100%	4
23 Valladares, Laura (*9923)	66.7%	4	100%	4
24 No Teacher Assigned	50%	1	100%	1



LION: PK 4



Proficiency Comparison English and Emergent Bilingual



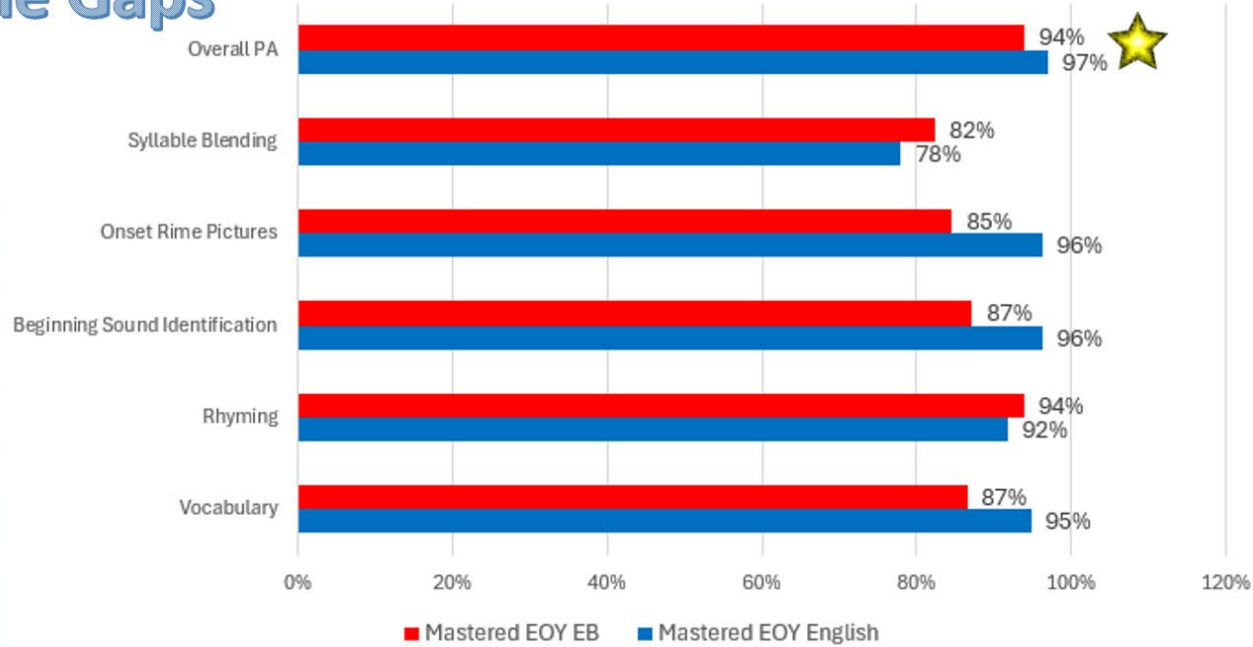
PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Pre-K 3 EB Students 148 + English Proficient Students 149 = 297 Students



Closing the Gaps

2024-2025 PK 3 Overall EOY Comparison (297 Students)



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

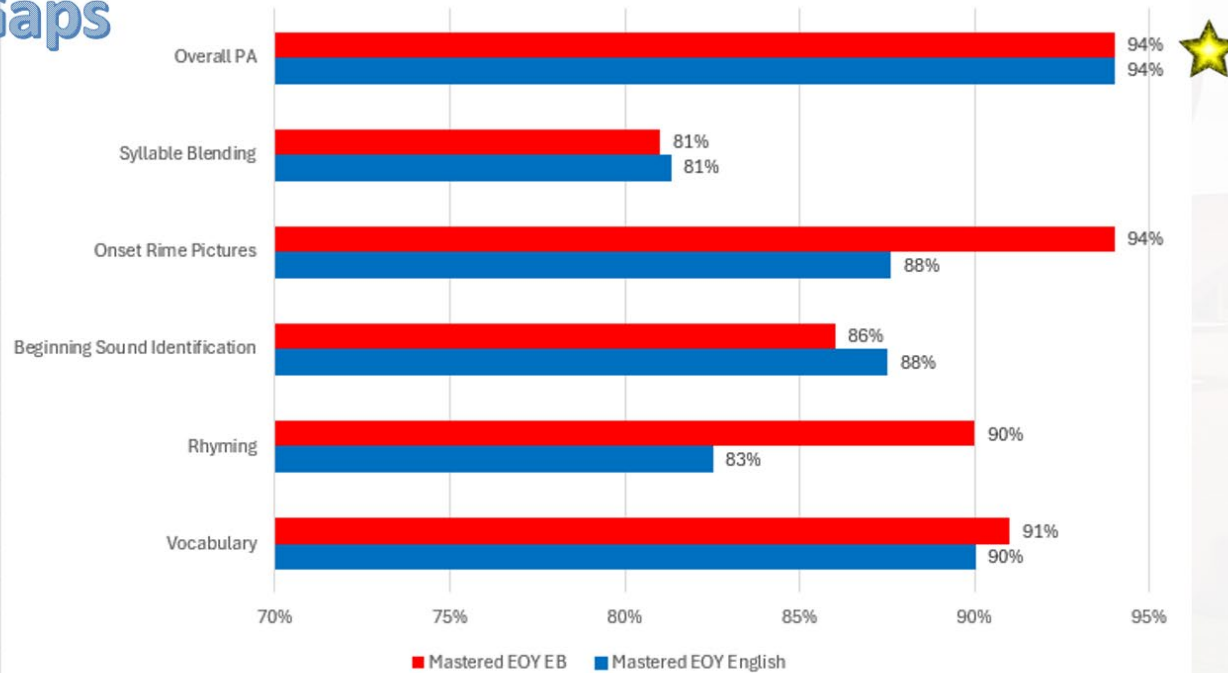


Pre-K 4 EB Students 109 + English Proficient Students 94= 203 Students



Closing the Gaps

2024-2025 PK 4 Overall EOY Comparison (203 Students)



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS



Pre-K 4 EB Students 109 + English Proficient Students 94= 203 Students



Nombre de estudiante: A h d r o c a b t u

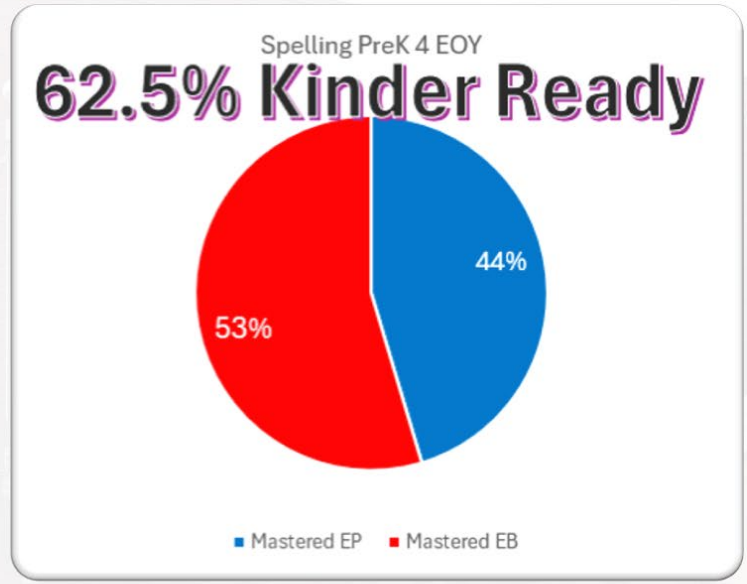
▲ Escritura de las oraciones

LOS OJOS MALO
 LA BOSTA SROJA

★ Ortografía – Solamente PK4

SAL
 RED
 BIE
 TOS
 UVA

Copyright Liberty Source, All Rights Reserved Emergent Writing Worksheet EOY LONLEON for Prekindergarten



Student Name: ISOLAH YBAHBA

▲ Sentence Writing

A PIG IS IN THE M...
 HE HAS TEN POT.

★ Spelling – PK4 ONLY

CAN
 BED
 LIP
 DOG
 NUT

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PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS



Comprehensive Needs Assessment

AREA LEADS: Dr. I. Guajardo, Dr. I. L. Uribe, and Dr. N. Rivas (**Campus Info.**)



Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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GOAL AREA 1: Student Achievement

Areas Reviewed: Student Performance

Strengths

4 Year Olds

- In the required Domain of Health and Wellness (Social Emotional) on the Circle Progress Monitoring Pre- Kindergarten assessment for 2023-2024 the results show that we scored at 95%

English ON TRACK and 89% Spanish ON TRACK .

- Curriculum and Assessments are aligned to the Texas Pre-Kindergarten Guidelines and are included in a year-long Scope and Sequence.
- Assessments are aligned to the Texas Pre-Kindergarten Guidelines and the appropriate level of rigor and are administered throughout the year to determine student progress.
- The Scope and sequence, units of study and the assessments are aligned to the Texas Pre-K Guidelines in Pre-Kindergarten 3 and 4.
- Instructional Materials with key ideas, essential questions, and recommended materials including content rich texts, are used across the classrooms.

The instructional materials include

resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.

- Professional Development is provided throughout the year in response to classroom observations and formative assessments.
- TSR mentoring/coaching for teachers and collaborating partners allows for expert one-to-one training at the centers.
- In the Mathematics Domain, we have surpassed the district percentage by 11 points. All students (91% scoring at Proficient) at the Campus Level and (96% scoring On Track) at the District Level.
- In the Writing Domain, we have surpassed the district percentage by 11.5 points. All students (92.5% scoring at On Track) at the Campus Level and (92.5% scoring at On Track) at the District Level.

Challenges

As evidenced in the TPEIR TEA Report 2022-2023, the results show an achievement gap as follows:

- In the Emergent Literacy Reading Domain, PSJA Early Start scored below a 70% proficient level. The All students group scored a 66% at the campus level.
- In the Language and Communication Domain, PSJA Early Start scored below a 70% proficient level. The All students group scored a 43.3% at the campus level.
- Ensuring teacher/collaborating partners implement high-quality prekindergarten components with fidelity.

Goal Area 1: Student Achievement

Annual Goal 1: The All Student Group is to increase by 5% in the **Emergent Literacy Reading Domain by June 2026.**

Objective 1: The All student group will increase by 5% in Emergent Literacy Reading Domain by June 2026.

Strategy 1: Differentiation of Instruction-Small group instruction by age group and language.

Timeline: BOY-October 2025, MOY February 2026, EOY- April 2026 - Every 6 Weeks

Title I School Components: Reform Strategies a,b,c

Persons Responsible: Teachers, Instructional Coach, Grade Level Chairs, Principal, Assistant Principal, Special Ed Teacher

Action Steps:

- 1) Unpack the Pre-K Guidelines of detailed Lesson plan to include Differentiated Instruction.
- 2) All Student Groups Data will be disaggregated at the campus level to determine student progress and increase performance at the On-Track Level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District Curriculum- Frog Street LION-Tango Software SSRW Heggerty Phonemic Awareness Program Cord and Box Charger Headphones Lakeshore materials-Letter Knowledge Readiness Kits Charging Stations Dry Erase board, Expo Markers, board cleaner HDMI Cables Calendar Math, Circle Time Alpha and Number Bots Student Daily Activity Booklet Photo Libraries ,toner ,laminating film, cardstock, Canon, HP M750, Brother 18600 Title I Estrellitas Age of Learning My Reading/Math Academy Pyramid Model	<ul style="list-style-type: none"> • District/Campus Data Reviews • Fluency Progress Monitoring • Lesson Plans • Data Wall • Walkthroughs • Data Analysis Action Plans • LION 	<ul style="list-style-type: none"> • Increase percentage of On-Track students (LION) • Increase of Student Growth on Rapid Letter Fluency Progress Monitoring 	<ul style="list-style-type: none"> • Letter Naming Fluency Checks every 6 weeks • Progress Monitoring Assessment • SGM Assessment Pre and Post

Strategy 2: Data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication Domains.

Timeline: BOY-October 2025, MOY February 2026, EOY- April 2026 - Every 6 Weeks

Title I School Components: High Quality and Ongoing Professional development a,b

Persons Responsible: Teachers, Instructional Coach, Grade Level Chairs, Principal, Assistant Principal

Action Steps:

- 1) 1) Provide job embedded professional learning opportunities to analyze performance data on language and communication domain outcomes for 3 and 4 yr olds to drive instruction.
- 2.) Create action plans after each administration of progress monitoring assessment on Rapid Vocabulary measure and provide interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • District Curriculum- Frog Street • Creative Curriculum • Lion • SSRW • Heggerty Phonemic Awareness Program • Estrellitas • Age of Learning My Reading/Math Academy 	<ul style="list-style-type: none"> • District Data Reviews • LION Reports • Fluency Progress Monitoring • Lesson Plans • Data Wall • Walkthroughs 	<ul style="list-style-type: none"> • Increase percentage of Mastery of students (LION) • Increase of Student Growth on Rapid Vocabulary Fluency 	<ul style="list-style-type: none"> • Rapid Vocabular Fluency Checks every 6 weeks • LION Assessment

Goal Area 2: Closing the Gaps

Annual Goal 2: English Learners student group will increase in the Rapid Letter Name Measure by 5% or higher at the Master level of the LION Progress Monitoring Assessment by June 2026.

Objective 1: English Learners student group will increase by 5% or higher on the Rapid Letter Name Measure ON TRACK level of the LION Progress Assessment by June 2026.

Strategy 1: Train all Bilingual teachers who serve students in the ELA/ Reading classrooms on Phonological Awareness continuum.

Timeline: BOY-October 2025, MOY February 2026, EOY- April 2026 - Every 6 Weeks

Title I School Components: 2. Reform Strategies a,b,c 4. High Quality and Ongoing Professional development a,b

Persons Responsible: Teachers, Instructional Coach, Grade Level Chairs, Principal, Assistant Principal, Special Ed Teacher

Action Steps:

- 1) Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes in Phonological Awareness and Letter Fluency and include in detailed Lesson plan with dual language instruction.
- 2) Implement learning walks during Phonemic Awareness small group instruction to identify effective modeling of phonological awareness strategies in language of instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District Curriculum- Frog Street Creative Curriculum LION Age of Learning Title I Estrellitas Lakeshore Materials- Letter Knowledge Readiness Kits Heggerty Phonemic Awareness Program Photo Libraries Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction	District/Campus Data Reviews LION Reports Letter Fluency Progress Monitoring Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Data Action Plans Tango Software Co-Teacher Binder	Increase the percentage of Mastery in LION Assessment Increase of Student Growth on Rapid Letter Name/Sound	Letter Name/Sound ' Fluency Checks every 6 weeks LION Progress Monitoring Assessment SGM Assessments Pre and Post

Spanish Materials SSRW Estrellitas			
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Strategy 2: Bilingual teachers will collaborate with the Co-Teacher ELA/Reading teachers during learning communities.

Timeline: BOY-October 2025, MOY February 2026, EOY- April 2026 - Every 6 Weeks

Title I School Components: 4. High Quality and Ongoing Professional development a,b

Persons Responsible: Teachers, Instructional Coach, Grade Level Chairs, Principal, Assistant Principal

Action Steps:

- 1) 1) Provide job embedded professional learning opportunities to analyze performance data on Emergent Literacy Domain-Rapid Letter Naming Measure outcomes for 3 and 4 yr olds to drive instruction.
- 2.) Create action plans after each administration of progress monitoring assessment on Rapid Vocabulary measure and provide interventions in Language of instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • District Curriculum- Frog Street • Creative Curriculum • Title 1 • Heggerty Phonemic Awareness Program-Spanish • Estrellitas • SSRW • Pyramid Model Classroom Kit • Frogstree Inclusion Kit 	<ul style="list-style-type: none"> • District Data Reviews • LION Reports • Fluency Progress Monitoring • Lesson Plans • Dual Language Instruction – LOI lessons and activities • Data Wall • Pre-LAS Levels • Walkthroughs • Co-Teacher Binder 	<ul style="list-style-type: none"> • Increase percentage of Mastery in LION Assessment • Increase of Student Growth in Letter Name Sound Fluency 	<ul style="list-style-type: none"> • Rapid Letter Name/Sound Fluency Checks at every 6 weeks marking period • LION Assessment

Goal Area 2: Closing the Gaps

Annual Goal 2: Economically Disadvantaged Student group will increase by 7% or higher on the Emergent Literacy Domain in the TPEIR state accountability report.

Objective 2: Economically Disadvantaged Student group will increase by 7 % or higher on the on the Emergent Literacy Domain on the TPEIR State Accountability report by June 2026.

Strategy 1: Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum.

Timeline: BOY-October 2025, MOY February 2026, EOY- April 2026 - Every 6 Weeks

Title I School Components: 2. Reform Strategies a,b,c 4. High Quality and Ongoing Professional development a,b

Persons Responsible: Teachers, Instructional Coach, Grade Level Chairs, Principal, Assistant Principal, Special Ed Teacher

Action Steps:

- 3) Using Job Embedded professional learning during TCLC's to include Pre-K Guidelines outcomes in Emergent Literacy Domain and include in detailed Lesson plan.
- 4) Implement learning walks during Reading small group instruction to identify effective modeling of Emergent Literacy Domain skills in differentiated instruction

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District Curriculum- Frog Street LION Age of Learning SSRW Heggerty Phonemic Awareness Program Title I Photo Libraries Emergent Writers, Peer Based Learning, Developing	District TPEIR / Campus Data Reviews LION Reports Letter Fluency Progress Monitoring Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs	Increase percentage of Mastery students in LION Assessment Increase of Student Growth on Rapid Letter Name/Sound	Rapid Letter Nam/Sound Fluency Checks at every 6 weeks marking period LION Assessment

Bilingualism, Culturally Responsive Instruction Spanish Materials Photo Library Teacher I Pads Holdsworth CPG Leadership Training Early Childhood Conference	Blueprints, Roadmap, TCLC Agendas, Campus CLC – Effective School Framework		
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Strategy 2: Data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication, Phonological Awareness Domains.

Timeline: BOY-October 2025, MOY February 2026, EOY- April 2026 - Every 6 Weeks

Title I School Components: 4. High Quality and Ongoing Professional development a,b

Persons Responsible: Teachers, Instructional Coach, Grade Level Chairs, Principal, Assistant Principal

Action Steps:

1) Provide job embedded professional learning opportunities to analyze performance data on Emergent Literacy Domain outcomes for 3 and 4 yr olds to drive differentiated instruction.

2.)Create action plans after each administration of LION progress monitoring assessment on Emergent Literacy Domain and provide interventions in Language of instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> District Curriculum- Frog Street/ Title I SSRW/ Estrellitas Heggerty Phonemic Awareness Program- English/Spanish Circle Activities Manual Student Daily Activity Booklet CIF Strategies and Protocols Questioning Pyramid 	<ul style="list-style-type: none"> District/Campus Data Reviews Fluency Progress Monitoring Lesson Plans Dual Language Instruction –LOI lessons and activities Data Wall Pre-LAS Levels Walkthroughs TCLC Reflections Action Plans 	<ul style="list-style-type: none"> Increase percentage of Mastery students in LION Assessment of Student Growth on Letter Name/Sound Fluency, Rapid Vocabulary and Phonological Awareness. SGM Assessment Pre and Post 	<ul style="list-style-type: none"> Letter Name/Sound Fluency, Vocabulary, Fluency Progress Monitoring every 6 weeks marking period LION Assessment- Phonemic Awareness Measures

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

Annual Goal 3: The All Student group will increase by 3% or higher on the On Track Level of the **Health and Wellness (Social Emotional) Domain** by June 2026.

Objective 1: All Student group will increase by 3 % or higher on the On Track Level of the **Health and Wellness (Social Emotional) on the TPEIR State Accountability report by June 2026.**

Strategy 1: Provide professional development for teachers and campus leaders on research-based social emotional program Frogstreet - Conscious Discipline

Timeline: BOY-October 2025, MOY February 2026, EOY- April 2026 - Every 6 Weeks

Title I School Components: 2. Reform Strategies a,b,c 3. Instruction by Highly Qualified Teachers—c 4. High Quality and Ongoing Professional Development a,b

Persons Responsible: Teachers, Instructional Coach, Grade Level Chairs, Principal, Assistant Principal, Special Ed Teacher

Action Steps:

- 1) Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes on the Health and Wellness Domain and include in detailed Lesson plan.
- 2) Implement learning walks during Circle Time small group instruction to identify effective modeling of Health Wellness skills (Conscious Discipline) in differentiated instructional formats.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District Curriculum- Frog Street Creative Curriculum LION Title I Estrellitas Lakeshore Materials- Letter Knowledge Readiness Kits Heggerty Phonemic Awareness Program Photo Libraries Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction Spanish Materials SSRW	District TPEIR /Campus Data Reviews LION–Health and Wellness Checklist Lesson Plans – Conscious Discipline Strategies Data Wall Walkthroughs Staff Development Sign Ins - BOY	Increase percentage of mastery students in LION Assessment Increase of Student Growth on Health and Wellness Checklist	LION Assessment Health and Wellness Checklist

Pyramid Model Estrellitas			
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Strategy 2: Teachers will align the Pre-K Guidelines Outcomes in the Health and Wellness Domain to the LION Assessment and the Conscious Discipline Strategies.

Timeline: BOY-October 2025, MOY February 2026, EOY- April 2026 - Every 6 Weeks

Title I School Components: 4. High Quality and Ongoing Professional development a,b

Persons Responsible: Teachers, Instructional Coach, Grade Level Chairs, Principal, Assistant Principal

Action Steps:

- 1) Provide job embedded professional learning opportunities to analyze performance data on the Health and Wellness Domain from the LION Assessment.
- 2.) Create action plans after each administration of progress monitoring assessment on Social Emotional Checklist and provide interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> District Curriculum- Frog Street-Conscious Discipline English/Spanish Virtual Training-Dr. Bailey Conscious Discipline Staff Development BOY, MOY Social Emotional Checklist SEL – Surveys Family, Staff, Student Title I SSRW LION Heggerty 	<ul style="list-style-type: none"> District TPEIR/Campus Data Reviews LION Reports – Health and Wellness Checklist Lesson Plans – Conscious Discipline Calming Strategies, Safe Place, Unite, Connect, Disengage Commitments Ritual Focus Wall Data Wall Walkthroughs Heggerty SSRW LION Age of Learning My Reading/Math Academy 	<ul style="list-style-type: none"> Increase percentage of Mastery students in LION Assessment Increase of Student Growth on the Social Emotional Domain of the Assessment 	<ul style="list-style-type: none"> Rapid Letter Name/Sound Fluency, Vocabulary, Fluency Progress Monitoring every 6 weeks marking period LION Progress Monitoring Assessment

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

Annual Goal 3: In 2026, PSJA Early Start Pre-K School will increase student attendance for our Pre-K 3, Pre-K 4, H3, and H4 by 2%.

Objective 2: Monitor & track school attendance initiatives to ensure student academic success by June 2026.

Strategy 1: Our 2026 strategy is to meet with child care owners as needed and keep them well informed of our campus attendance goal. **Timeline:** Pre-K Roundup February 2026 EOY- April 2026 July-October

Title I School Components: 7. Transition from Pre-School a,b,,c

Persons Responsible: Teachers, Instructional coach, Grade Level Chairs, Principal, Assistant Principal, PEIMS Clerk, Parent Educators, Nurse , Secretary Child Care Directors, Heads Start Center Managers, Child Care Licensing Specialist , Attendance Liason

Action Steps:

- 1) Use the District Dashboard, E-School Reports to monitor incoming applications for registration.
- 2) Train all staff to assist parents with online registration processes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Teachers Instructional coach Grade Level Chairs Principal Assistant Principal PEIMS Clerk Parent Educators Nurse Secretary Child Care Directors Heads Start Center Managers Child Care Licensing Specialist Attendance Liason	District Dashboard PEIMS Leaver Codes Daily Enrollment Reports Home Visit Logs –Travel	Increase of Enrollment of 3 and 4 year olds	Attendance Verification Reports every six weeks Yearly Enrollment Reports

Strategy 2: Attendance and Non- Attendance Guidelines and Truancy prevention measures will be implemented with all Collaborating Partners.

Timeline: Pre-K Roundup February 2026 EOY- April 2026 July-October

Title I School Components: 6. Strategies to Increase Parental Involvement a,

Persons Responsible: Teachers, Instructional Coach , Grade Level Chairs, Principal, Assistant Principal, PEIMS Clerk, Parent Educators Nurse, Secretary, Child Care Directors , Heads Start Center Managers, Child Care Licensing Specialist , Pupil Accounting , PR Department Data Services Dept

Action Steps:

- 1) Provide job embedded professional learning opportunities to analyze performance data on the Health and Wellness Domain from the LION Assessment.
- 2.)Create action plans after each administration of progress monitoring assessment on Social Emotional Checklist and provide interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Campus Intervention Dashboard • Parent Notice –Friendly Letter on Truancy Prevention Measures • Offer end of Marking Period Incentives for Attendance • MOU ADA Pass Through Funding • Childcare Student Sign in Sheets • Attendance Verification Reports by 6 weeks • Campus One Drive File for Tracking Enrollment – Attendance Forms • List of New Entries/withdrawal Form from ChildCares and HeadStarts • Parent Educator Home Visits • Scanners for Documents • Laptops • Title I 	<ul style="list-style-type: none"> • District Dashboard • PEIMS Leaver Codes • Dashboard 	<ul style="list-style-type: none"> • Increase daily attendance • Per student 	<ul style="list-style-type: none"> • Daily Attendance Reports • District Goal

Goal Area 4: Increase staff quality, recruitment and retention

Annual Goal 4: Increase the number of Effective Teachers based on the TTESS Evaluation by June of 2026.

Objective 1: In Goal Area 4 Increase Staff Quality, Recruitment and Retention, the number of Effective Teachers based on the T-TESS Evaluation will increase from 55% to 22% by June of 2026

Strategy 1: Instructional coaching support will be provided for all teachers based on TTESS Effectiveness rating.

Timeline: Follow TTESS Timeline , Pre-Conference, Mid-Year Conference, Summative Conference

Title I School Components: 3. Instruction by Highly qualified teachers a.b.c 8 Teacher Decision Making Regarding Assessments a, b, c , a,b

Persons Responsible: Teachers, Instructional coach , Grade Level Chairs, Principal, Assistant Principal, ACT RGV Supervisor, Instructional Coach
HR Dept, TXCEE Support

Action Steps:

- 1) Use coaching strategies to support teachers with best practices to improve effectiveness rating.
- 2) Provide time for coaches and teachers to debrief after coaching visit to classroom.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TTESS Rubric TTESS Staff Development Student Growth Measures Self – Assessment PD Goals Pre-Conference/ Post Conference Summative Teacher Incentive Allotment Lesson Plan Guide Title I	TEEMS Dashboard Classroom Environmental Checklist Classroom Observation Tool Walkthroughs Lesson Plan Guide Learning Walks	Increase in the percent of teachers with Highly effective rating on TTESS teacher Evaluation System	Pre- Post 1st observation 2nd Observation Summative Observation

Strategy 2: Professional development for new teachers is provided at the beginning of the school year and continue as needed.

Timeline: Follow the TTESS Timeline Pre-Conference, Mid-Year Conference, Summative Conference

Title I School Components: 6. Strategies to Increase Parental Involvement a,

Persons Responsible: Teachers, Instructional coach, Grade Level Chairs, Principal, Assistant Principal, ACT RGV Supervisor, Instructional Coach HR Dept, TXCEE Support

Action Steps:

- 1) Assign mentor for each new teacher through collaboration with New Teacher Mentor Program and ACT/RGV.
- 2) Provide coaching and support through Instructional Coach and instructional coach via learning walks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TTESS Rubric • TTESS Staff Development • Student Growth Measures • Self – Assessment • PD Goals • Pre-Conference/ Post Conference • The Summative • Title I 	<ul style="list-style-type: none"> • TEEMS Dashboard • Classroom Environmental Checklist • Classroom Observation Tool • Learning Walks 	<ul style="list-style-type: none"> • Increase in the percent of teachers with Highly effective rating on TTESS teacher Evaluation System 	<ul style="list-style-type: none"> • 1st observation • 2nd Observation • Summative Observation