

District Improvement Plan 2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved Date: Monday, September 22, 2025

Texas Accountability System



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

Vision

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

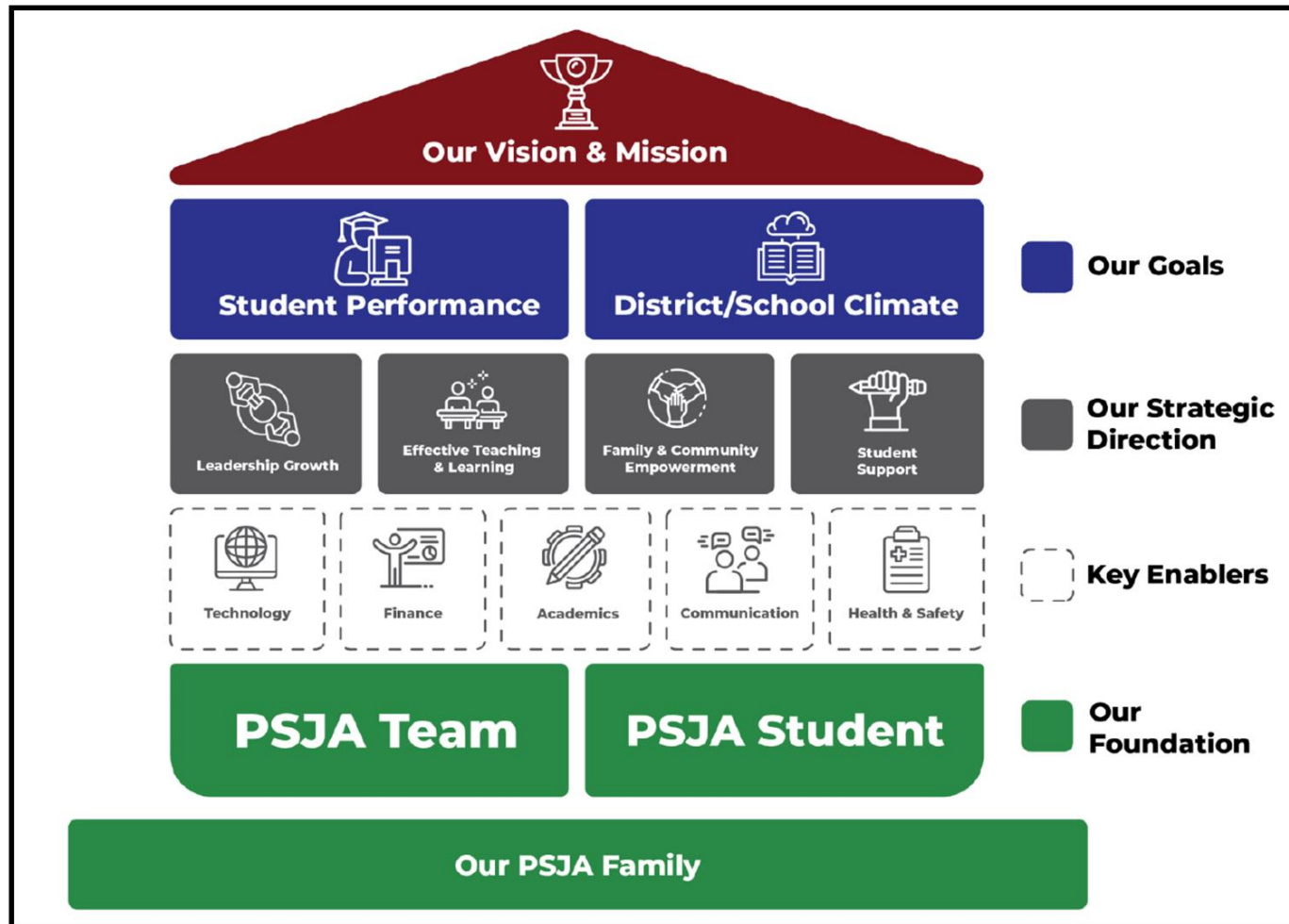
Mission

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

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

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

Strategic Direction



Executive Summary

Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come from similar backgrounds and way of life.

The student body at PSJA ISD is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	LEP	Mig	ECD	GT	At Risk
Count	14,185	13,743	3,658	9,905	376	26,211	1,729	18,448
Percent	51%	49%	13%	35%	1%	94%	6%	66%

With a high Hispanic population in our district, 35% of the students are Emergent Bilingual (EBs) with Spanish being the language spoken at majority of the homes.

Comprehensive Needs Assessment Summary:

Pharr-San Juan-Alamo would have been rated a "B" District by the State of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 80. In Domain II, School Progress (87), Academic Growth (77) and Relative Performance (87) with an Eco Dis at a 94%. And last, Domain III, Closing the Gaps, PSJA scored an 88.

The overall 2025 Accountability Rating for Pharr-San Juan-Alamo ISD was a score of 87. In grades 3-8 all tested STAAR subjects and EOC assessments, PSJA ISD administered 40,497 tests with over 99% participation for the 2024-2025 school year.

Curriculum and Instruction and Assessment:

The PSJA ISD Curriculum & Instruction Office oversees the implementation of a TEKS-aligned curriculum that is relevant, rigorous, and engaging for all PSJA ISD students. For Mathematics and Reading Language Arts in elementary and middle school, we are committed to using High Quality Instructional Materials to ensure students receive the most effective and research-based resources that promote deep understanding and skill mastery.

Alignment of the curriculum is an ongoing process that includes the integration of TEKS Resources, the development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning for educators. Curriculum, programs, and resources are regularly reviewed and refined based on collaborative analysis of student data and the emergence of new research, ensuring that instruction remains effective and responsive to student needs.

All PSJA ISD comprehensive high schools are designated Early College campuses, making them innovative learning environments where students can simultaneously attend college and high school. Early College High Schools offer rigorous instruction combined with academic, social, and emotional support services designed to help students succeed.

Additionally, PSJA ISD offers a Dual Language Program, an academic experience designed to help students develop stronger cognitive and academic skills through the cultivation of bilingualism and biliteracy. Through a rigorous curriculum, students in the program receive academic instruction in both English and Spanish from Pre-Kinder through 12th grade. As a result, students gain mastery in both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in English and Spanish, preparing them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach Advanced Placement courses at all high school campuses. This commitment translates into PSJA ISD students being well-prepared to attend college, enter a career, or join the military.

Summary of Goals:**1. Leadership Growth**

1. 100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2025-2026 School Year.
2. 100% of district leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2026.
3. 100% of PSJA ISD teachers will be certified for teaching assignment by May 2026.

2. Effective Teaching & Learning

1. The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2024.
2. The percentage of students who perform at meets grade level or above on STAAR Mathematics will increase two percentage points by June 2024.
3. The percentage of graduates who are CCMR ready will increase by two percentage points by June 2024.

3. Family & Community Empowerment

1. By June 2026, the district's positive culture and climate will increase from 86% to 91% based on students' perception of staff-student relationships.
2. By June 2026, the students' perception for their physical and psychological school safety will improve from 61% to 71%.
3. By June 2026, family engagement and their interaction with their child's school will increase from 71% to 81%.

4. Student Support

1. The ALL student group will meet the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2026.
2. The Special Education student group will exceed the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth component by June 2026.
3. Two of the four high focus (EB, SpEd., Eco. Dis., and Mobile) groups will meet the indicators in the Academic Achievement component in Domain III in the state accountability by June 2026.

District and Board Goals

House Bill 3: Lone Star Governance Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 55% by June 2027.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% to 58% by June 2027.

Goal 3: The percentage of graduates that meet the criteria for CCMR Outcomes Bonuses will increase from 42% to 57.5% by August 2027

District Educational Improvement Committee Members

DIP Leadership Growth	
DIP Lead: Executive Officer	Dr. Nora Rivas Garza
DIP Lead: Executive Officer	Alfredo Carrillo
Asst. Supt. For Human Resources	Dr. Rebecca Garza
HR Manager	Adrian Karr
MIS Department Director	Hector Rodriguez
Middle School, Science Coordinator	Jessica Moore
New Teacher & Inst. Coaching Coordinator	Maria Varela
ACTRGV Director	Priscilla Salinas
Professional Development Director	Stella Sanchez
Elementary Science Coordinator	Velma Sanchez
Parent Representative	Isabel Segura
Business Representative	Mario Torres (On The Grill)
Allen & William Arnold Elementary Teacher	Crystal Soto
Building Blocks Academy I Teacher	Danise Godoy
Edith & Ethel Carman Elementary Teacher	Jessica Garcia
Cesar Chavez Elementary Teacher	Ruby Lopez
Aida C. Escobar Elementary Teacher	Leticia Moreno
Graciela Garcia Elementary Teacher	Maria Salinas
Kelly-Pharr Elementary Teacher	Amparo Garza
Berta Palacios Elementary Teacher	Maricruz De Anda
Daniel Ramirez Elementary Teacher	Maria Garcia
Drs. Reed & Mock Elementary Assistant Principal	Dr. Cynthia Gonzalez
Alfred Sorensen Elementary Teacher	Laura Ramos Moreno
Sgt. Leonel Treviño Elementary Teacher	Sofia Moreno
Stephen F. Austin Middle School Teacher	Yulissa Rangel
Jaime Escalante Middle School Principal	Raymundo Monrreal
Lyndon B. Johnson Middle School Teacher	Melynda Escobedo
Liberty Middle School Teacher	Alfonso Garza
Buell Central DAEP Assistant Principal	Consuelo Chapa
PSJA Early College High School	Amber Rosas
PSJA Collegiate High School Teacher	Perla Oyervides
PSJA Memorial Early College High School Dean of Instruction	Dr. Gina Saenz
College Career & Technology Academy Assistant Principal	Diana Oseguera Bernal
PSJA Southwest Early College High School Principal	Sylvia Liscano

DIP Effective Learning & Teaching	
DIP Lead: Executive Officer	Dr. Iris Guajardo
DIP Lead: Executive Officer	Dr. Linda Uribe
Asst. Supt. for Academics	Ranulfo Marquez
CTE Director	Adriana Garcia
High School Math Coordinator	Debbie Dawang
Bilingual Startegist	Eduardo Guzman
Data Services Director	Annel Pena
Elementary Reading LA Specialist	Karla Rodriguez
Adv. Academic Services Director	Michael Murray
Data Coordinator	Sandra Serna
Assessment Director	Brisa Gonzalez
Parent Representative	Jenave Rodriguez
Carmen Anaya Elementary Teacher	Jessica Perez Aranda
John Doedyns Elementary Teacher	Cynthia Salinas
Dr. William Long Elementary Teacher	Rosisela Ayala
Aida C. Escobar Elementary Teacher	Stephanie Cavazos
Augusto Guerra Elementary Teacher	Rene Hernandez
Raul Longoria Elementary Teacher	Jessica Castillo
PSJA Early Start Pre-K School Teacher	Natalia Alvarado
Santos Livas Elementary Teacher	Amanda De Leon
Kennedy Middle School Teacher	Dr. Judy Marmolejo
Audie Murphy Middle School Teacher	Carlos Rivera
Jesus "Jesse" Vela Jr. Middle School Counselor	Erika Carpio
PSJA Memorial Early College High School Teacher	Catherine Alanis
PSJA Early College High School Teacher	Miguel Maynez
PSJA North Early College High School Teacher	Jeanette Lozano
PSJA Southwest Early College High School Teacher	Fernando Castillo
PSJA T. Jefferson T-STEM Early College High School Teacher	Julia Lopez

District Educational Improvement Committee Members

DIP Family & Community Empowerment	
DIP Lead: Executive Officer	Dr. Virna Bazan
DIP Lead: Executive Officer	Dr. Yolanda Gomez
Asst. Supt. For Student Services	Dr. Orlando Noyola
Comm. & Marketing Director	Claudia Lemus Campos
Middle School Reading Language Arts Coordinator	Kimberly Ortega
Parent Representative	Ms. Briseno
Adult Literacy Coordinator	Dr. Nora Galvan
Chief Of Police	Rolando Garcia
PSJA Police Department	Sgt. Joseph Garcia
Family & Community Engagement Administrator	Erica Vecchio
Counseling and Guidance Director	Virginia Saenz
Business Representative	Willie Perez & Angelica Perez (TMF)
Parent Representative	San Juana Ceccopieri
Parent Representative	Norma Moreno
PSJA Building Blocks III Pharr Teacher	Gracie Tapia
Vida N. Clover Elementary Teacher	Maria Briseno
Dr. William Long Elementary CLL	Susana Barbosa
Zeferino Farias Elementary Teacher	Lizette Sosa
Henry Ford Elementary Teacher	Juan Carlos Reyes
Raul Longoria Elementary Teacher	Melissa Ontiveros
John McKeever Elementary Teacher	Vivian Salazar
Geraldine Palmer Elementary Teacher	Azaneth Razo
Sgt. Leonel Treviño Elementary CLL	Osvaldo Gonzalez
Jaime Escalante Middle School Teacher	Myriam Cortez
Lyndon B. Johnson Middle School Teacher	Efren Flores
Jesus "Jesse" Vela Jr. Middle School Teacher	San Juanita Carolina Portales
PSJA Collegiate High School Teacher	Analynn Gundran
College Career & Technology Academy Principal	Belinda Garcia
PSJA Early College High School Counselor	Michelle Gutierrez
PSJA North Early College High School Principal	Lisa Diaz

DIP Student Support	
DIP Lead: Executive Officer	Dr. Claudia Gonzalez
DIP Lead: Executive Officer	Dr. Susana Arredondo
Asst. Supt. for Technology	Dr. Lauro Davalos
Library Services Director	Amy Marquez
High School Reading Language Arts Coordinator	Cynthia Rivera
Special Education Coordinator	Melissa Arevalo
English Language Development & Biliteracy Dir.	Olivia Martinez
Bilingual Strategist	Sherry Vargas
Special Education Department Dir.	Veronica Quintana
Migrant Specialist	Erica Munguia
Migrant Director	Ruben Garcia
Parent Representative	Norma Mendoza
Carmen Anaya Elementary Counselor	Crystal Garcia
Allen & William Arnold Elementary Teacher	Babe Perales
PSJA Building Blocks Alamo Teacher	Yisela Chavez
Pathways Toward Independance Principal	Robin Hernandez
Arnoldo Cantu, Sr. Elementary Teacher	Belinda Escamilla
Cesar Chavez Elementary Reading Coach	Erica Estrada
Aida C. Escobar Elementary Teacher	Liza Contreras
Marcia R. Garza Elementary Teacher	Herlinda Garcia
Amanda Garza-Pena Elementary Teacher	Ilsa Gonzalez
Augusto Guerra Elementary Teacher	Cynthia Perales
John McKeever Elementary Principal	Jessica Zuniga
Stephen F. Austin Middle School Teacher	Arnold Serna Nieto
Kennedy Middle School Assistant Principal	Christian Gonzalez
Audie Murphy Middle School Teacher	Janie Baldazo
Raul H. Yzaguirre Middle School Teacher	Nelda Reyes
PSJA Memorial Early College High School Teacher	Elizabeth Cuadra
PSJA Early College High School Teacher	Griselda Martinez
PSJA North Early College High School Teacher	Jorge Rodriguez
PSJA Southwest Early College High School Teacher	Kellie Williams

2025 High School Accountability Ratings

	Overall Rating	Overall Score	Domain I	Domain II Part A	Domain II Part B	Domain III	Distinction Designations							
High Schools			Student Achievement	Student Progress	Relative Performance	Closing Gaps	Reading/ ELA	Math	Science	Social Studies	Top 25% Progress	Top 25% Closing Gaps	Post Secondary Readiness	2025 Total
PSJA ECHS	A	91	87	81	91	92								0
PSJA North ECHS	A	91	86	80	90	93								0
PSJA Memorial ECHS	B	84	79	64	80	92								0
PSJA Southwest ECHS	B	89	84	72	87	92								0
PSJA TJ TSTEM ECHS	A	96	95	81	95	99	*	*	*	*				4
PSJA Collegiate	A	97	96	86	96	100	*	*	*		*		*	5
Total														9

2025 Middle School Accountability Ratings														
	Overall Rating	Overall Score	Domain I	Domain II Part A	Domain II Part B	Domain III	Distinction Designations							
Middle Schools			Student Achievement	Academic Growth	Relative Performance	Closing Gaps	Reading/ ELA	Math	Science	Social Studies	Top 25% Academic Growth	Post Secondary Readiness	Top 25% Closing Gaps	2025 Total
Austin	A	91	80	80	90	92	*	*	*	*	*	*	*	7
Escalante	B	83	75	67	87	75	*	*	*	*		*		5
Kennedy	B	89	77	75	90	88	*	*	*	*		*	*	6
LBJ	B	81	75	69	86	70	*		*	*		*		4
Liberty	B	86	76	73	89	78	*	*	*	*		*	*	6
Murphy	A	91	78	78	90	92	*	*	*	*	*	*	*	7
Vela	B	83	74	75	86	75	*		*	*	*	*		5
Yzaguirre	B	87	74	76	86	88	*	*	*	*	*	*	*	7
Total														47

2025 Elementary School Accountability Ratings

	Overall Rating	Overall Score	Domain I	Domain II Part A	Domain II Part B	Domain III	Distinction Designations						
Elementary Schools			Student Achievement	Student Progress	Relative Performance	Closing Gaps	Reading/ ELA	Math	Science	Top 25% Academic Growth	Post Secondary Readiness	Top 25% Closing Gaps	2025 Total
Anaya	B	89	77	88	86	92	*	*		*	*	*	5
Arnold	A	91	80	91	89	92	*	*	*	*	*	*	6
Cantu	C	79	72	75	81	74	*	*	*		*		4
Carman	B	89	77	87	85	92	*	*	*	*	*	*	6
Chavez	A	93	86	93	91	92	*	*	*	*	*	*	6
Clover	B	88	74	89	83	85	*	*	*	*	*		5
Doedyns	C	78	71	71	79	76							0
Dr. Long	B	80	73	79	82	76			*				1
Escobar	A	91	89	81	91	92	*	*	*		*	*	5
Farias	C	74	65	70	74	73							0
Ford	C	78	71	74	80	74							0
Garcia	A	91	82	89	90	92	*	*	*	*	*	*	6
Garza	A	90	76	90	85	90	*	*	*	*	*	*	6
Garza-Peña	B	84	76	80	85	83		*					1
Guerra	B	89	78	83	88	92	*	*	*		*	*	5
Kelly-Pharr	C	75	70	60	77	71							0
Livas	B	82	73	71	82	81	*		*		*		3
Longoria	A	90	75	89	84	92	*	*		*	*	*	5
Mckeever	B	84	73	78	82	90			*		*	*	3
Palacios	A	91	88	89	91	92	*	*	*	*	*	*	6
Palmer	B	85	77	85	85	84	*	*	*	*	*		5
Ramirez	C	74	65	75	73	72							0
Reed Mock	B	87	77	78	86	88	*		*		*	*	4
Sorensen	B	89	80	82	88	92	*	*			*	*	4
Treviño	D	69	64	59	72	63							0
Total							16	15	15	10	17	13	86

2024-2025 STAAR/STAAR ALT FINAL ACCOUNTABILITY DATA - ALL STUDENTS

GRADE LEVEL	MATHEMATICS			READING			SCIENCE			SOCIAL STUDIES			ALGEBRA		
	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std
3	1763	1197	68%	1766	1297	73%									
4	1967	1453	74%	1967	1606	82%									
5	1931	1403	73%	1934	1503	78%									
6	1807	1264	70%	1811	1338	74%									
7	1271	513	40%	1791	1302	73%							157	157	100%
8	2110	1625	77%	1924	1490	77%	1922	1438	75%	1912	984	51%	167	167	100%

GRADE LEVEL	ENGLISH I			ENGLISH II			BIOLOGY			U.S. HISTORY			ALGEBRA		
	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std
9-12	2606	1776	68%	2583	1855	72%	2189	1959	89%	2226	2093	94%	1826	1579	86%

2024-2025 STAAR/STAAR ALT FINAL ACCOUNTABILITY DATA - ECONOMICALLY DISADVANTAGED

GRADE LEVEL	MATHEMATICS			READING			SCIENCE			SOCIAL STUDIES			ALGEBRA		
	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std
3	1646	1099	67%	1649	1195	72%									
4	1853	1349	73%	1853	1498	81%									
5	1797	1285	72%	1800	1380	77%									
6	1704	1172	69%	1708	1245	73%									
7	1229	492	40%	1687	1211	72%							134	134	100%
8	1991	1516	76%	1830	1400	77%	1828	1348	74%	1818	913	50%	153	153	100%

GRADE LEVEL	ENGLISH I			ENGLISH II			BIOLOGY			U.S. HISTORY			ALGEBRA		
	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std
9-12	2497	1677	67%	2458	1742	71%	2086	1857	89%	2108	1977	94%	1762	1518	86%

2024-2025 STAAR/STAAR ALT FINAL ACCOUNTABILITY DATA – EMERGENT BILINGUAL

GRADE LEVEL	MATHEMATICS			READING			SCIENCE			SOCIAL STUDIES			ALGEBRA		
	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std
3	836	545	65%	838	573	68%									
4	969	711	73%	968	745	77%									
5	970	707	73%	972	729	75%									
6	876	571	65%	879	588	67%									
7	685	271	40%	930	640	69%							84	84	100%
8	1102	808	73%	1023	750	73%	1023	727	71%	1016	472	46%	76	76	100%

GRADE LEVEL	ENGLISH I			ENGLISH II			BIOLOGY			U.S. HISTORY			ALGEBRA		
	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std
9-12	1533	950	62%	1531	991	65%	1228	1069	87%	1230	1135	92%	1032	868	84%

2024-2025 STAAR/STAAR ALT FINAL ACCOUNTABILITY DATA – SPECIAL EDUCATION

GRADE LEVEL	MATHEMATICS			READING			SCIENCE			SOCIAL STUDIES			ALGEBRA		
	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std
3	349	154	44%	348	171	49%									
4	396	219	55%	396	245	62%									
5	394	202	51%	396	190	48%	396	188	47%						
6	321	169	53%	322	139	43%									
7	261	85	33%	273	109	40%							1	1	100%
8	278	150	54%	272	130	48%	271	127	47%	271	89	33%	5	5	100%

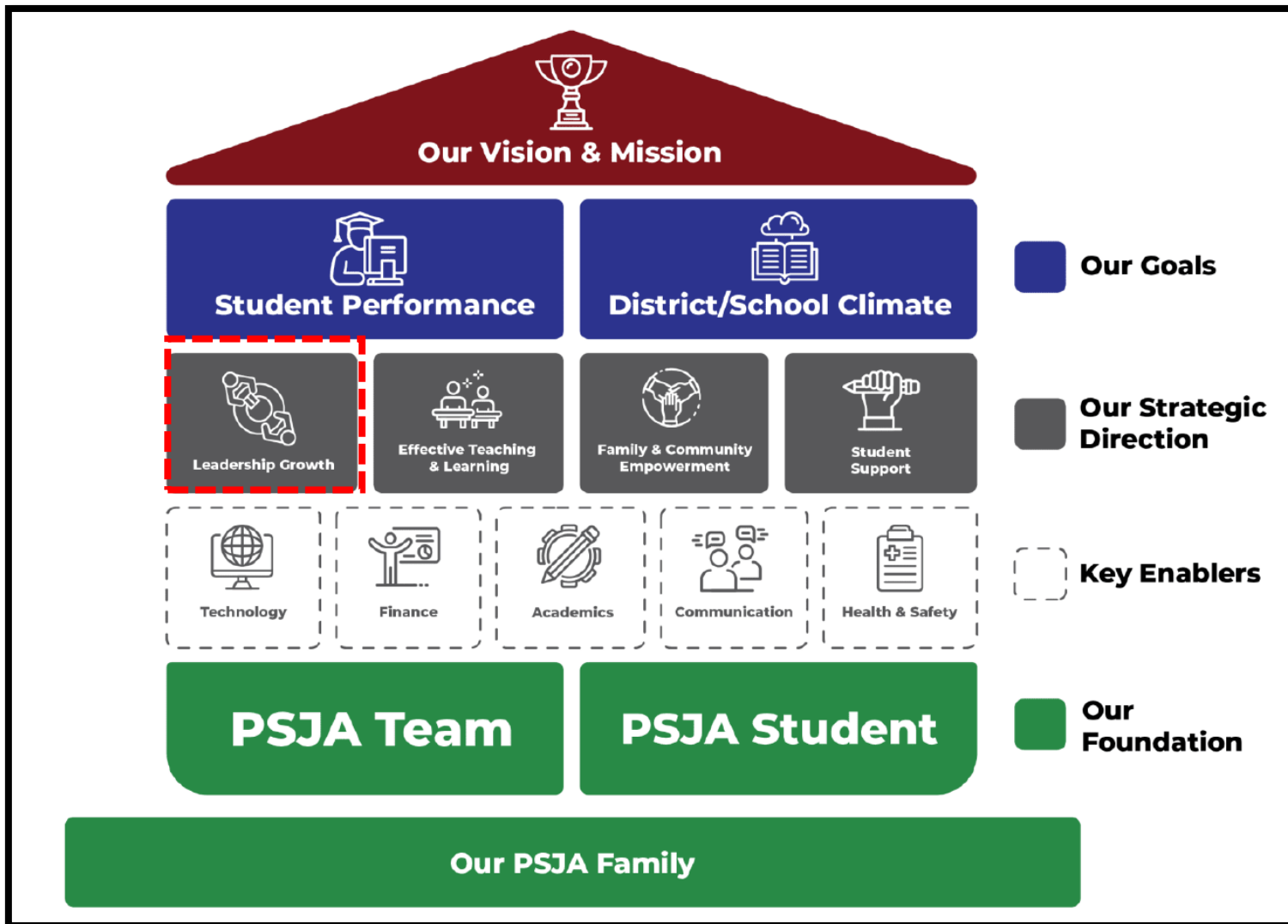
GRADE LEVEL	ENGLISH I			ENGLISH II			BIOLOGY			U.S. HISTORY			ALGEBRA		
	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std	# of Tests	# Met Std	% Met Std
9-12	266	110	41%	214	87	41%	250	188	75%	209	165	79%	252	202	80%

District Timeline

Date	Event(s)
May 27 – June 6, 2025	Selection of Campus Leadership Team
June 9 – August 1, 2025	Campus Improvement Plan Training
June 9 – August 1, 2025	Conduct Needs Assessment
June 9 – August 1, 2025	Smart Goals and Objectives
August 7, 2025	Strategies and Action Steps to Improve Student Achievement Outcomes
August 4 – 7, 2025	Submit Draft of CIP
August 11 – 14, 2025	Executive Officers Reviews CIPs & Provide feedback
August 18 – September 4, 2025	Finalize CIP
September 8, 2025	Submit for Board Approval
August 25 – June 5, 2026	Implement, Monitor & Adjust CIP

Comprehensive Needs Assessment

AREA LEADS: Dr. Nora Rivas-Garza and Alfredo Carrillo



Goal Area 3: Leadership Growth

Strengths

- PSJA retains 96% or more of currently employed teachers
- District is seen as an employer of choice, offering competitive pay and growth opportunities
- District-employed degreed instructional paraprofessionals are supported to gain certification to become employed as a teacher
- District-owned alternative certification program, ACTRGV, creates a pipeline of quality trained teachers from the non-traditional education program.
- PSJA utilizes the Leadership Values selection process for Collaborative Learning Leaders, Assistant Principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies.
- Electronic Instructional Focus Walk-through Forms are used to provide teacher feedback on the effectiveness of instructional delivery and student learning engagement, focused on teacher growth.
- PSJA utilizes the Leadership Values evaluation tool for non-teaching staff
- Strong commitment and financial support to professional growth opportunities for staff through the Professional Development and New Teacher Support and Instructional Coaching departments
- District support for all teachers to become fully certified for assigned teaching assignments.
- All campus teachers and administrators trained on TTESS and TPESS Evaluation System
- The district supports teachers earning National Board Certification through a district cohort sponsorship with external expert guidance, increasing the opportunity for teachers to be recognized and receive financial reward from Teacher Incentive Allotment.
- PSJA is designated as a Teacher Incentive Allotment district

Challenges

- Local education agencies' new rules require all core and special education teachers to be bilingual, or ESL certified.
- Keeping PSJA ISD as an employer of choice by providing competitive salaries, growth opportunities, and positive school culture.
- Ensuring interns that challenge a teacher certification exam are prepared to be successful as it impacts ACTRGV's state rating.
- Calibrating TTESS/TPESS evaluations and creating a system to effectively measure teacher performance.
- Prioritize retention by continuing to provide all district teachers and staff with a loyalty stipend.
- Providing support for teacher's seeking a master's degree so that teachers can teach dual credit classes
- Continued funding teacher stipends and professional development.
- Updating evaluations to align job descriptions and provide annual training to staff on the PSJA Leadership Value and SMART goal development.

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 2025-2026 School Year.

Objective 1: The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by October 2025.

Strategy 1: Leadership committee will review the current Instructional Walk-Through Focus tool for alignment to T-TESS.

Timeline: August 2025-August 2026

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Teachers, Campus Leadership, and Executive Officers, and Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk-Through Form •T-TESS	•Edit the Instructional Walk-through focus tool. •Collect and review data.	•Student engagement •Closing the achievement gaps. •Student centered classrooms. •Positive classroom environment.	•Review walk-through focus tool mid-year and end of year

Strategy 2: Update the Instructional Focus Walk-Through Form

Timeline: August 2025 – October 2025

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk- Through form •T-TESS Evaluation tool	•Development of revised Instructional Walk-through focus tool. Collect and review data.	•Student engagement •Closing the achievement gap. •Student centered classrooms. •Positive classroom environment.	•Review walk- through focus tool mid-year and end of year.

Objective 2: Campus administrators will conduct weekly reviews of walk-through data to support teacher effectiveness.

Strategy 1: Campus administrators will conduct weekly walk-throughs using the Instructional Focus Walk-through form.

Timeline: August – October 2025

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk-Through Tool	•Campus walk-through schedule •Walk-through data weekly reviews •Student-centered classroom •Bell to bell instruction	•Professional growth and high-quality teaching	•Weekly walk-through data

Strategy 2: All teachers will be provided with weekly instructional feedback by campus administrators.

Timeline: August – October 2025

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk- Through form	•CLC agendas •Admin/teacher conferences	•Professional growth and high-quality teaching	•Weekly walk-through data

Objective 3: Campus administrators will provide timely feedback and/or professional learning support within 1-3 days to staff based on observations.

Strategy 1: Campus administrators will conduct weekly walk-throughs using the Instructional Focus Walk-through form.

Timeline: August 2025 – June 2026

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Dashboard •Instructional walk- through focus tool •T-TESS observations •SGM data •Professional Learning Communities.	• Campus Walk-Through Data •Walk-Through schedule •PLC/CLC agenda and sign in sheets •Administrator/teacher conferences	•Increased quality instructional time •Implementation of best practices •Improvement of SGM Data •Increased student achievement	•Weekly walk-through data •SGM data •Student Progress Monitoring/Tracking Tools

Strategy 2: Campus administrators will identify areas of growth by teachers using the T-TESS Goal Setting and Professional Development (GSPD) Process.

Timeline: August 2025 – June 2026

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership Team, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Dashboard •Instructional walk-through focus tool •T-TESS observations GSPD •SGMs data •Professional Learning Communities	•Walk-Through Data •Walk-Through schedule •PLC/CLC agenda and sign in sheets •Admin/teacher conferences	•Increased quality instructional time •Implementation of best practices •Improvement of SGM Data •Increased student achievement	•Weekly walk-through data reviews •SGM data •Student Progress Monitoring/Tracking Tools

Annual Goal 2: 100% of district leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2026.

Objective 1: The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by September 2025.

Strategy 1: Leadership committee will review the current Instructional Walk-Through Focus tool for alignment to T-TESS.

Timeline: August – October 2025

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk-Through Form •T-TESS	•Edit the Instructional Walk-through focus tool. •Collect and review data.	•Student engagement •Closing the achievement gaps. •Student centered classrooms. •Positive classroom environment.	•Review walk-through focus tool mid-year and end of year

Strategy 2: Update the Instructional Focus Walk-Through Form

Timeline: August – October 2025

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk- Through form •T-TESS Evaluation tool	•Development of revised Instructional Walk-through focus tool. Collect and review data.	•Student engagement •Closing the achievement gap. •Student centered classrooms. •Positive classroom environment.	•Review walk- through focus tool mid-year and end of year.

Annual Goal 3: Develop 100% of aspiring assistant principals that meet the district administrator criteria to strengthen the district assistant principal pool.

Objective 1: Identify areas of professional development for aspiring assistant principals

Strategy 1: Train 100% of the selected aspiring principals’ cohort in areas identified by the cohort members.

Timeline: September 2025 – June 2026

Persons Responsible: 2025-2026 District Leadership Committee Members

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
2025-2026 Selection of Aspiring Asst. Principal Cohort - Identified Areas of Focus - Collection of survey responses from prospective assistant principals for the purpose of identifying key training focus areas - PSJA Leadership Values	2025-2026 District Committee Staff - District Committee Meetings - Agendas - Aspiring Assistant Principals Training - Resources and documents for trainings	- Strong District Pool of Aspiring Assistant Principals - Selection of Cohort Members for administrative positions - Campus Academic Success aligned to the Aspiring Assistant Principals Project	- Aspiring Principals Surveys - Focus Area Presentations - Selection of Cohort Members for Assistant Principals Positions

Annual Goal 4: 100% of the Aspiring Principals Cohort Members (Year 2) will be trained through job-embedded opportunity to continue to strengthen the skills as instructional leaders.

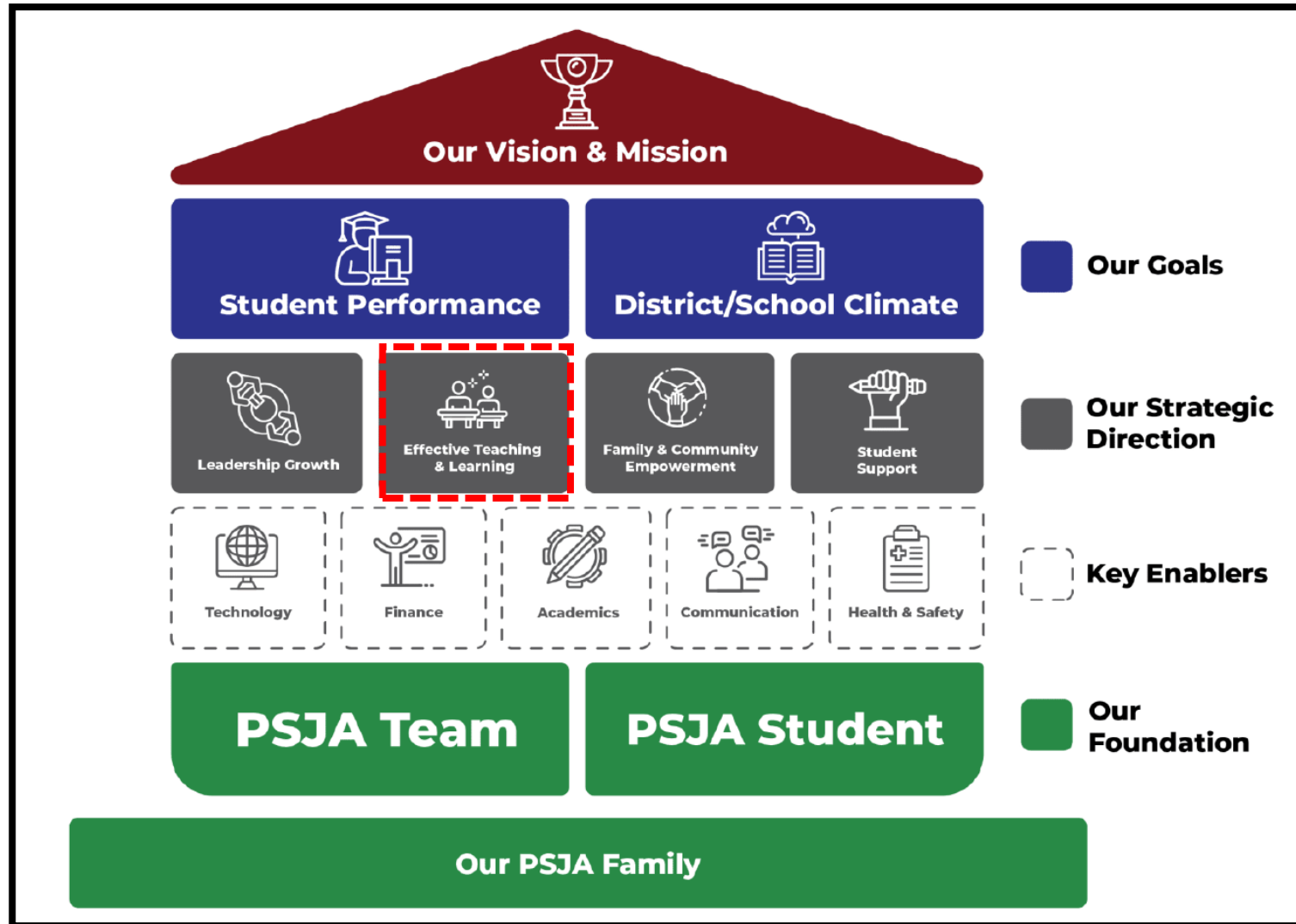
Strategy 2: Job-embedded training focused on instructional leadership skills for Year 2 of Aspiring Principals

Timeline: October 2025 – June 2026

Persons Responsible: District Selected Committee Members, Principals, Directors, & Year 2 Aspiring Principals Cohort

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Job-embedded focus areas • Instructional Walks • Data Handbook • Accountability Manual • CLC District Handbook	• Campus Leadership Walks Agenda and Documents • Training Resources for Participants • District Mentor	• District Aspiring Principals Pool • Selection of Aspiring Principals into Principal Role	• Participant Surveys • Evaluations of Trainings

AREA LEADS: Dr. Iris Guajardo and Dr. Linda Uribe



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Strengths**

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.
- A Comprehensive Student CCMR Advising Model is implemented for students in grades 6-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university.
- All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner.
- The district TSI Student Success Intervention Plan includes TSI A Tutorial prep learning via direct instruction or learning platform.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 49%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 36%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 24%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- CCMR dashboard will be monitored and utilized for successful CCMR Plan completion and PEIMS coding of ALL students in 9-12.
- Course scheduling for third quartile students to gain access to earn industry-based certificates or earn 9+ hours or in any subject.
- The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR in Reading, Mathematics, Science, and Social Studies will increase from 48% (52% Reading, 46% Math, 45% Science, 44% Social Studies) in June 2025 to 56% by June 2026.

Objective 1: The percentage of students performing at meets grade level or above on STAAR reading/math/science/social studies 3-8/EOC will increase by having access to a standards-aligned guaranteed, viable curriculum or HQIM with a blended learning component.

Strategy 1: Curriculum writing initiatives with lesson internalization for Reading, Math, Science, and Social Studies based on needs assessment using data and trends will be executed.

Timeline: June 2025- Aug. 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TCMPC •HQIM Curriculum Templates/Calendar •i-Ready / MATHia/ IXL •State and local student data	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •iReady Diagnostic

Strategy 2: District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2025 - May 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •HQIM Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •i-Ready / MATHia/ IXL	•Walkthrough documents	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •i-Ready Diagnostic •Six Weeks Exams

Strategy 3: Ongoing support for the implementation of the Reading, Math, Science and Social Studies curriculums through CLCs.

Timeline: September 2025 - May 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •HQIM Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia •Actively Learn •I-Ready / MATHia/ IXL •Gizmos	•Training Agenda •Collaborative Learning Community Meetings •Assessment Reports	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI 2.0) •Results Driven Accountability •TELPAS •i-Ready •Six Weeks Exams •TPRI/Tejas Lee

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR in Reading, Mathematics, Science, and Social Studies will increase from 48% (52% Reading, 46% Math, 45% Science, 44% Social Studies) in June 2025 to 56% by June 2026.

Objective 2: The percentage of students performing at meets grade level or above on Grade 3-8/EOC STAAR in Reading, Math, Science, and Social Studies will increase through data-driven instruction.

Strategy 1: Testing calendar will be created to provide district- wide alignment of assessments.

Timeline: Sept. 2025- Aug. 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Assessment calendar •Instructional timelines •Assessed curriculum •I-Ready/ MATHia/ IXL	•Completed testing calendars and timelines •Agendas and sign in sheets	•Student achievement gains on the STAAR •Domain III •TELPAS •Results Driven Accountability Report	•Formative assessments •Benchmarks [BM's] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I-Ready

Strategy 2: Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.

Timeline: Sept. 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, State Compensatory, Special Ed. & Bilingual Funds, Migrant Funds and Local Funds.

Persons Responsible: Executive Officers, Campus Leadership, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR and DMAC data reports •Action Plans and timelines •Tutorial Curriculum and •Tutorial Student lists •I-Ready/ MATHia/ IXL •Plan for Each Student group	•Student Progress Profiles •Campus Performance Reviews [CPRs] •Assessment Reports	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and •Masters levels on STAAR/EOC •Increase in student progress made	•Formative assessments •Benchmarks •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI) •TPRI/TEJAS LEE •I-Ready

Strategy 3: District Review Sessions (DRSs) will be held to review Benchmark data with campus administrators and program related staff to identify areas of concern to plan next steps.

Timeline: October 2025 – March 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, and State Compensatory Funds

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District and Campus •Benchmark Data Reports •Plan for Interventions •Lexia •Actively Learn •I-Ready/ MATHia/ IXL	•Agendas and sign in sheets •Data Analysis documents •Campus Review [CPRs] documents	•BM1 and BM2 scores •Student achievement gains •Student growth •Increased performance of students at Meets & Masters performance levels	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI) •Results Driven Accountability •I-Ready •TPRI/Tejas Lee

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR in Reading, Mathematics, Science, and Social Studies will increase from 48% (52% Reading, 46% Math, 45% Science, 44% Social Studies) in June 2025 to 56% by June 2026.

Objective 3: The percentage of students performing at meets grade level or above on Grade 3-8/EOC STAAR in Reading, Math, Science, and Social Studies will increase through job-embedded instructional practices.

Strategy 1: Training will be provided for teachers, administrators, and program related staff throughout the school year on the assessed curriculum and the state accountability system.

Timeline: August 2025- May 2026

Title I School Components: Title I, Title II, Title III, and Title IV

Persons Responsible: Principals, Assistant principals, Campus leadership team, CLL, Grade Level/Department chairs, and Campus teachers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward •Region 1 •DMAC •State and federal accountability reports	•Agendas and sign in sheets •Data reports •PowerPoints	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC •Increase in student progress	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •I-Ready

Strategy 2: Ongoing professional development curriculum training will be provided for teachers, administrators, and program related staff on blended learning instructional strategies (e.g., Common Instructional Framework) and data analysis.

Timeline: Oct. 2025- April 2026

Title I School Components: Title I, Title II, Title III, and Title IV.

Persons Responsible: Principals, Assistant principals, Campus leadership team, CLL, Grade Level/Department chairs, and Campus teachers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward •Region 1 •DMAC •AVID Program •State/federal accountability reports •TEKS Resource System •I-Ready/ MATHia/ IXL •TCMPC	•Agenda •Sign-in sheets •Data reports •PowerPoints	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC Increase in student progress	•Formative assessments •Benchmarks •STAAR •TELPAS

Strategy 3: Reading, Math, Science, and Social Studies teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation that must be taught.

Timeline: August 2025 – March 2026

Title I School Components: Title I, Title II, Title III

Persons Responsible: Content Coordinators/Specialists, Instructional Coaches, Teachers, and Campus Administration.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Title I •Title II •Local Funds •DOK Chart •TEKS Document •Lead4Ward/ RBIS •DMAC	•Agendas and sign in sheets	•BM1 and BM2 scores •Student achievement gains •Student growth •Increased performance of students at Meets & Masters performance levels	•Benchmarks •STAAR/TELPAS

Annual Goal 2: 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 2026.

Objective 1: The percentage of graduates who are completers in an aligned program of study and earn an industry certification will increase by June 2026.

Strategy 1: Curriculum will embed the knowledge and skills necessary for students to successfully become completers in an aligned program of study and earn an industry-based certification in their chosen career pathway.

Timeline: June 2025 – July 2026

Title I School Components: #2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically based research

Persons Responsible: Executive Officer for College Readiness, Executive Officer for Secondary, Principals, Early College Director, AP in charge of CTE, CTE Teachers, Counselors, CTE Advisor, CTE Director, and CTE Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS •Components of Industry Certification •CTE Planning Guide •Specialized Software and Equipment	•Agenda/ Sign in Sheets •Certification Benchmarks •Curriculum developed in SharePoint	•Certification results •Increase Completers •Teacher Created Benchmarks	•Teacher created Benchmarks •Certification Exam Results •CCMR Accountability

Strategy 2: Ongoing Professional Development training will be provided for teachers and administrators to ensure all certifications and CTE service IDs are coded correctly and in a timely matter for PEIMS submissions

Timeline: August 2025 and July 2026

Title I School Components: Title I, Title II, Title III, and Title IV.

Persons Responsible: AP in charge of CTE, PEIMS clerk, Campus Registrar, CTE Director and CTE Coordinators/Advisors, PEIMS Department

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Certifying entity •PEIMS submission deadlines •Professional Development: Master Schedule and Coding certifications in E-School	•Agenda •Sign-in sheets	•Fall and Spring Coding Monitoring Timeline	•Monitor and review District CCMR Dashboard •ECHS CCMR Leadership Roundtables

Annual Goal 2: The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2025 to 97% by June 2026.

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 2026.

Strategy 1: High Schools: TSIA tutorial sessions are available weekly, and TSIA will be embedded in curriculum to provide TSIA access to prepare students for the TSIA test.

Timeline: September 2025– May 2026

Title I School Components: #2c Reform Strategies. Best practice: Identify scientifically based research programs that increase the amount and quality of learning time

Persons Responsible: College Readiness Executive Officer, College and Career Readiness Dept., High School Administration, Assigned TSIA Teachers, Counselors, PEIMS Department, Dual Credit Teachers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•STC Curriculum •Pre-AP Curriculum •Imagine Math TSI •IXL •College Spring •McVIA •Edgenuity •TSIA •CCMR Dashboard • PEIMS	•TSIA Testing Calendar •Tier 1-3 Cohort Tutorials •Cohort Attendance •Curriculum Usage •TSIA Reports •College Spring Curriculum •STARFISH reports	•An increase in the number of students who pass the TSI assessment •An increase in dual enrollment in 3 hours of dual credit (RLA/Mathematics) or 9 hours in any subject	•TSI Reading, Writing, and Math Assessment Reports •Dual Credit Hours Earned Report •CCMR Accountability

Strategy 2: Dual Credit student recruitment, orientation, and registration sessions will provide equitable access for college enrollment and success

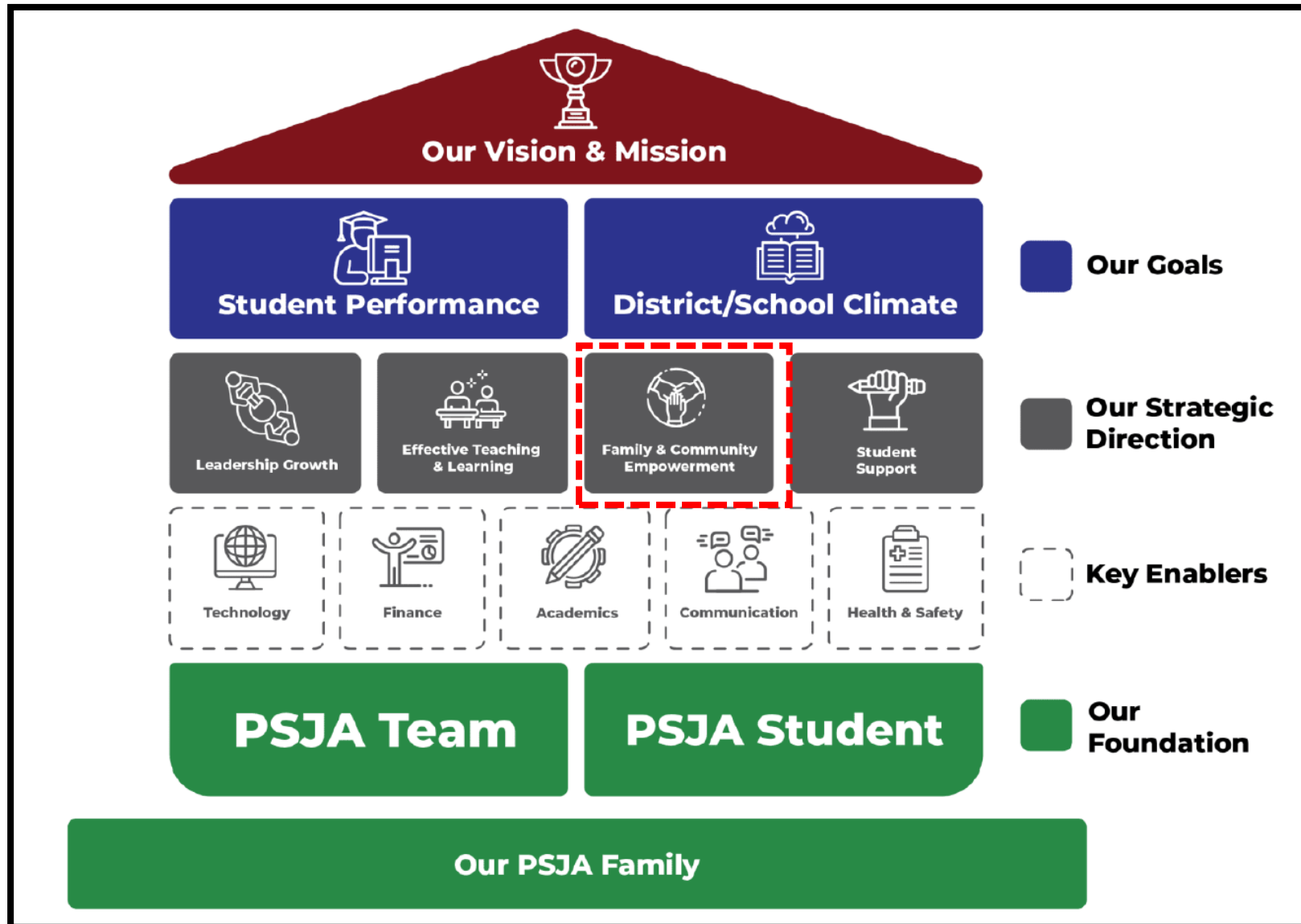
Timeline: August 2025 and January 2026

Title I School Components: #2c Best practice: Identify Scientifically based research programs that increase the amount and quality of learning time

Persons Responsible: Executive Officer for College Readiness, College Readiness Staff, CTE Director/Coordinators/Advisors/Teachers, Principal/ Early College Director and High School Counselors

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Degree Plan •PSJA District Dashboard •Career Pathway Videos •Enrollment Data Reports •Dual Credit Crosswalk Guide	•Sign-in sheets •STC Enrollment Reports •CCMR Reports •Orientation Schedules •Sign-in district portal	•Dual Credit enrollment increase •Increase student enrollment in PSJA Academies •Increase interest in non-traditional program concentration •Increase number of completed college certificates	•Quarterly data reviews on number of students enrolled in dual credit programs •Degree audits (Fall, Spring, Summer)

AREA LEADS: Dr. Virna Bazan and Dr. Yolanda Gómez



Goal Area 3: Family and Community Empowerment Summary

Strengths

- There is an increased rate of participation at campus events, meetings, and District Parent Literacy Centers.
- Parent and student resources, materials and communications are provided in both English and Spanish.
- The district social media sites, emails, telephone text/calls inform parents of district events.
- Parent educators' professional development is based on local, state and national standards for parental involvement.
- Post secondary education opportunities for parents through partnership with STC at PSJA Balley Learning Center (industry certification in Phlebotomy, welding, electrical, CDL, and community health workers).
- Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents.
- District and community partners provide adult literacy opportunities and entrepreneur classes for parents' district wide.
- Administrators communicate expectations, apply restorative practices, and discipline protocols consistently throughout the district, resulting in a steady decrease in disciplinary referrals.
- The district staff is trained in creating a safe school culture and climate which includes a strong focus on customer service known as our *CARE Standards*.
- District offers a comprehensive and effective PreK- 12 Counseling and Guidance Curriculum that supports our students with academic and Social Emotional Development.
- The Counseling and Guidance Department offers structured timelines for the entire district.
- Middle School and High School campuses have embedded an Advisory Period within the school day to provide topics that are related to students' academic and social emotional needs.
- Safety Measures are taken at all campuses that ensure the safety of all the students and staff.
- District Police officers and security officers are stationed at all middle and high school campuses; while guardians are stationed at all elementary schools.
- Safety and Active Shooter Training are conducted by the district Police force and/or campus administration for all teachers and staff.
- District has LPCs, LSSPs, WRSs, and LCDC to support students and staff experiencing trauma, anxiety, depression, death, substance abuse, etc.
- Guidance and Counseling department provides speakers for students on SEL as requested by campus.
- Attendance initiative at all schools, *Attendance Matters*.
- Countdown to Zero at the start of the school year to get students back on track.
- Enrichment Days opportunities for all students at all campuses

Challenges

- Parents will benefit by having a simple understanding of the state accountability system and its impact on their children's academic achievement and academic growth.
- Consistent Parent Academic Conferences [PAC] to share student progress needs to be a priority.
- Host a parent conference to provide insight on the various programs, support systems and opportunities we provide our students.
- Training should be provided on the importance of fostering positive student/teacher and parent/teacher relationships.
- Train parents on Literacy strategies and curriculum and/or assessment resources.
- Provide parents with webinar training and phone links to help them better understand the STARR student reports.
- Integrate the police and security departments into all emergency situations.
- Provide training to teachers/principals/assist. principals on SEL practices and their integration in the classroom.
- Allocate funding for Teacher/Staff Professional Development on Social Emotional Learning and Restorative Practices
- Give teachers an opportunity to be trained in identifying emotional needs of students.

Goal Area 3: Family and Community Empowerment

Annual Goal 1: By June 2026, district student attendance will increase from 95% to 97%.

Objective 1: By June 2026, 90% of parents will be informed about attendance state laws, district guidelines, and district goals

Strategy 1: Parents will be informed about attendance state laws and district attendance guidelines and goals.

Timeline: August 2025 – June 2026

Title I School Components: Title I-#2, #4

Persons Responsible: Campus Principal and Attendance Committee Lead

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEA student attendance handbook •District attendance handbook • Attendance letters and flyers • TDPS app •Student Services Dept. •Attendance Committees •Community Engagement Dept.	•Meeting with parents •Agendas, Power Points and emails •Attendance notices •Blackboard cellphone calls and text messages •Teacher and attendance committee phone calls	•Parent awareness •Student improved attendance •Student school engagement •Teacher contact logs •Attendance committee contact logs	•Attendance Reports •Attendance TSDS submission •District attendance goals met •Academic performance data •Student Attendance records •Increase Parent Involvement

Strategy 2: Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities.

Timeline: August 2025 – June 2026

Title I School Components: Title I-#2, #9, #10

Persons Responsible: Campus Principal, Teacher, District Leadership, Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Training and Materials •Research Based Best Practices •Structured and Intentional Timelines •Survey Feedback •District SEL team	•Walk-through/observation Reports •Lessons Plans •Completed Surveys •Posters in School Halls, Cafeteria, Classrooms, etc. •All school employees will understand the SEL components and the importance of its implementation •SEL embedded curriculum •SEL sign-in sheets and lesson artifacts	•SEL Skills Screeners •Increase student engagement in classrooms •Increase student achievement •Improved climate/culture •Increased percentage of participation and outcomes	•District Internal SEL Climate Survey •Student Participation and Performance •District Internal SEL Skills Screener

Annual Goal 2: By June 2026, the district's positive culture and climate will increase from 73% to 82% based on students' perception of staff-student

relationships.

Objective 1: By June 2026, student social and emotional learning knowledge and skills will increase by 5%.

Strategy 1: All students will be provided guidance lessons that build on the social emotional development of the student.

Timeline: August 2025 – June 2026

Title I School Components: Title I: #2, #9, #10

Persons Responsible: Campus Leadership, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Region One and State Conference Training and materials •Research Based Best Practices •District PreK-12 Counseling and Guidance Curriculum •Structured and intentional timelines •Feedback surveys	•Attendance Reports •Walk through/observation reports •Timelines •PowerPoint presentations •Student guidance lessons •Completed Student/Teacher/Non-Instructional Staff Climate/Culture Survey	•Culture and Climate Yearly Survey •Increase in student participation •Increase in student achievement	•District's Internal SEL Surveys and Needs Assessment •SEL Skills Universal Screener •Participation •Performance •District SEL Learning Walks

Strategy 2: Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities

Timeline: August 2025 – June 2026

Title I School Components: Title I: #2, #9, #10

Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Training and Materials •Research Based Best Practices •Structured and intentional Timelines •Survey Feedback •CASEL EQ emotional learning •Professional Learning	•Walk Through/Observation Reports •Lesson Plans •Completed Surveys •Posters in school halls, cafeteria, classrooms, etc. •All school employees will understand the SEL components and the importance of its implementation •Completed Student/Teacher/Non-Instructional Staff Climate/Culture Survey	•SEL Skills Screener •Increase in student classroom participation •Increase in Student Achievement	•District's Internal SEL Climate Survey •Participation and Performance •District's Internal SEL Skills Screener

Annual Goal 3: By June 2026, the district's positive culture and climate will increase from 70% to 80% based on teachers' perception of professional learning of Social Emotional Learning.

Objective 1: By June 2026, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1: All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships

Timeline: August 2025 – June 2026

Title I School Components: Title I: #4, #10

Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•PowerPoint Presentations •Timelines •Tools and resources to monitor its effectiveness •101 Ways to Create Real Family Engagement •Counselor's Café for teachers •Capturing Kid's Hearts (K-12)	•Agendas •Sign in Sheets •ERO Staff Development Registration Report •Completed Student/Teacher/Non-Instructional Staff Climate/Culture Survey	•Increase in student participation and performance •Culture and Climate •Yearly Survey •Increase in Student Participation •Increase in Student Achievement	•Side by side data analysis (District's internal survey results)

Strategy 2: Teachers will implement and integrate social emotional learning activities with their students

Timeline: August 2025 – June 2026

Title I School Components: Title I: #4, #10

Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lessons on SEL interventions •Curriculum timeline •Tools and resources to monitor its effectiveness •Kindness Week/Month—February and May	•Walk through/observation reports •Completed Student/ Teacher/Non-Instructional Staff Climate/Culture Survey •Lessons Plans	•Increase in student participation and performance	•Side by side data analysis (District's Internal survey results)

Annual Goal 4: By June 2026, the students’ perception for their physical and psychological school safety will improve from 68% to 78%

Objective 1: By June 2026, 100% of the district will implement safety and violence prevention protocols that will increase school safety.

Strategy 1: Provide staff development for campus administrators, teachers, counselors, security guards, guardians, and school district police officers on safety procedures to increase school safety.

Timeline: August 2025 – June 2026

Title I School Components: Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Persons Responsible: District Leadership, Director of Health Services, Director of Security, Police Officers, and Guidance and Counseling Director

Police Officer Responsibilities: <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=640&code=CKE#localTabContent>

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training equipment • Power Point Presentations • Security cameras • Campus School Safety Training • Texas Commission on Law Enforcement (TCOLE) • Halo Devices • Evolv Weapons Detection System • Shatter Resistance Films (All entry way to buildings and exterior windows) • Police and/or Guardian at each campus • PSJA ISD Police Department	• Agendas • Sign-in sheets • Daily Security/Safety audit reports • Weekly Campus Exterior Door Sweep Forms • School lockdown documentation • Safety Audit Tools • Completed Campus Drills App • Completed Safe and Supportive School Program (SSSP) Reporting Surveys • Night and Lock Training	• No active threat situations • Improved security/safety audits • Improve student attendance • Texas School Safety Center (TSSC) “No Findings” on Campus Intruder Detection Audit Form	• Daily security/safety audits

Strategy 2: Provide staff development for campus administrators, security guards, guardians, and school district police officers on violence prevention procedures to increase school safety

Timeline: August 2025 – June 2026

Title I School Components: Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Persons Responsible: Director of Student Services, Chief of Police, Police Officers, and Guidance and Counseling Director

Police Officer Responsibilities: <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=640&code=CKE#localTabContent>

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training materials • Power Point Presentations • Notify App • PSJA Student Survey Results • TSSC Behavioral Threat Assessment Training • Mobile Mind—Trainings on Child Abuse, Sexual Abuse, Trafficking, etc. • Bullying and Cyberbullying Policies and Procedures • Counselors training on bullying and cyberbullying	• Agendas • Sign-in sheets • PEIMS Discipline Data • Student Survey Data • TSSC Behavioral Threat Assessment Training Certificates • Mass Notification Communication • Lesson plans for teachers	• Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) • Decrease of Special Education in school suspensions and out of school suspensions • Students' perception of school safety has improved • Improve attendance • Decrease bullying and cyberbullying incidents	• BOY and EOY District Internal Survey Results • Six Weeks Behavior Intervention Reports

Strategy 3: Provide staff development for counselors on dating violence prevention procedures to increase school safety for students.

Timeline: August 2025 – June 2026

Title I School Components: Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Persons Responsible: Guidance and Counseling Department through lessons

Dating Violence Policy FFH: <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=640&code=FFH#localTabContent>

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training materials • Power Point Presentations • Counselors training on dating violence	• Agendas • Sign-in sheets • Student Survey Data • Lesson plans for counselors	• Decrease dating violence incidents	• Questions and answers after dating violence lesson(s)

Annual Goal 5: By June 2026, family engagement and their interaction with their child’s school will increase from 71% to 81%.

Objective 1: By June 2026, 75% of parents will participate in informational and training sessions.

Strategy 1: Host in-person meetings on a variation of topics scheduled on different days and times.

Timeline: August 2025- June 2026

Title I School Components: Title I: #2, #4

Persons Responsible: Community Engagement Administrator

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Region 16 and State Conference •Parent Materials •Research Based Best Practices on connecting parents to schools •District Policy Handbook •Texas Education Agency Material •Family Friendly Research •School Health Advisory Council (SHAC) •Safety and Security •Region One •South Texas College •Copier Lease • Incentives	•Meeting Invites, Agendas, Minutes & Sign-In Sheets •Power Points •Photos of Meetings •Title I Documents Summary Pages •District Social Media •PSJA District Master Schedule •Region One and STC attendance rosters •Monthly number of copies used •Sign-in Sheets of Curriculum Nights	•Parent Surveys •Campus Meetings •Number of Parents at Meetings •STC/Region Classes participation •Monthly Counselor’s Café Meetings •School Health Advisory Council (SHAC) Meetings participation	•Assessment Results •Participation Numbers •District’s Internal Survey Results •GED completion rates

Strategy 2: Facilitate parental sessions for parents through a collaboration between Counseling Department, Health Services, Pupil Accounting, and PSJA Police Department

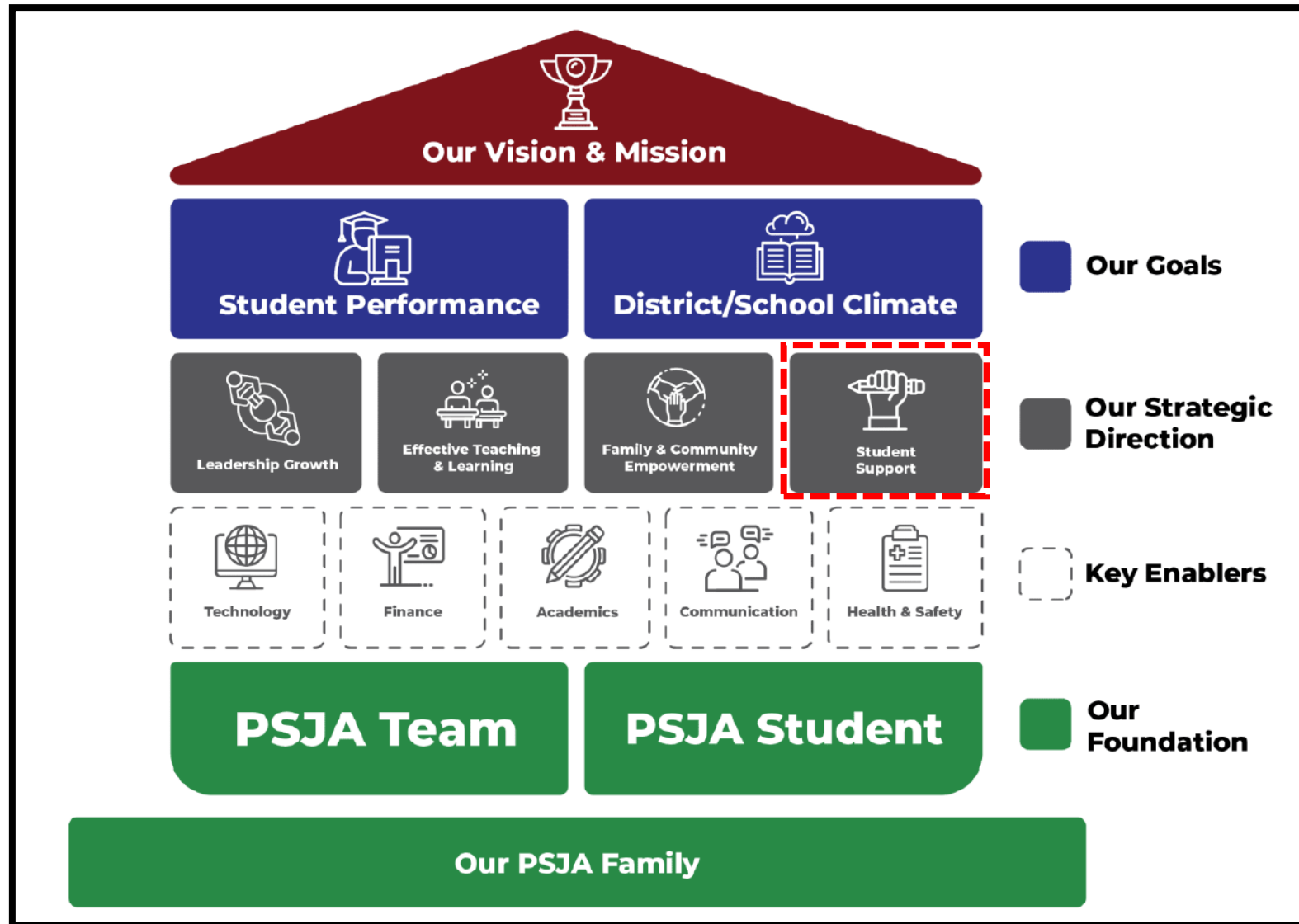
Timeline: September 2025 - June 2026

Title I School Components: Title I-#2, #4

Persons Responsible: Community Engagement Administrator

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District social media •Weekly Calendar •Parent Surveys / Feedback •District Parental Webpage	•Sign-in Sheets/Agendas/Mins •Invites/Brochures/Power-Point •Calendars: Planning/Counselor's Café /In-person meetings •Parent Conference	•Parent Surveys •Parent Feedback •Accountability Reports •Increased parental engagement participation	• State/Local Assessments (STAAR, TELPAS, etc.) •Participation •Performance •District and Campus Assessment Reports

AREA LEADS: Dr. Claudia González and Dr. Susana Arredondo



Goal Area 2: Student Supports

Strengths

- There is a 2% points increase in achievement in the at the Meets GL Standard or above on the 2025 STAAR Reading/Language Arts (RLA).
- There is a 1% points increase in achievement in the at the Meets GL Standard or above on the 2025 STAAR Mathematics.
- At the Elementary level, 24 out of the 25 campuses met the English Language Proficiency Target of 49%; at the Middle school level, 7 out of the 8 campuses met the ELP target of 44%; at the high school level, 7 out of the 7 campuses met the ELP long target of 40%.
- Special Education student group performance on Reading Language Arts (RLA) made 3% gains at the Approaches GL Standard on the 2025 STAAR.
- Special Education student group performance on Mathematics made 3% gains at the Approaches GL Standard and 1% gains at the Meets GL Standard on the 2025 STAAR.

Challenges

- There is a 14% achievement gap in the at the Meets GL Standard or above on the 2025 STAAR Reading/Language Arts (RLA) between the identified Emergent Bilingual Students (38%) compared to the All students (52%) in the academic achievement (Closing the Gap Domain).
- There is a 9% achievement gap at the Meets GL Standard or above on the 2025 STAAR Mathematics between the identified Emergent Bilingual Students (37%) compared to the All students (46%) in the academic achievement (Closing the Gap Domain).
- The special education students in ELA/Reading on the 2025 STAAR/EOC performed at 47% at Approaches GL Standard or Above. Twenty-six at Meets GL Standard or Above and 10% at Masters GL or Above.
- The Current Special Education Student Group in Mathematics on the 2025 STAAR/EOC performed at 52% at Approaches GL Standard or Above. Thirty-one percent at Meets GL Standard or Above and 14% at Masters GL or Above.

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 the Academic Growth by June 2026.

Objective 1: 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 2026.

Strategy 1: Use formative assessment and summative assessments (benchmark) results to prioritize academic needs and monitor student progress

Timeline: Aug. 2025 – Oct. 2025, Nov. 2025 – Jan. 2026, March 2026 – April 2026 and June 2026

Title I School Components: Title I, II, III, State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds,

Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Curriculum •i-Ready •STAAR Release Assessments (BM I & II) •IXL •Lexia Core 5, & Power up •Unique Learning Systems •ELPS •Summit K12 •SIOP •MackinVia •Walkthrough form	•Student Progress Profiles •DMAC Reports •Data Reports •Performance Reviews (PR) •Weekly assessments •CLCs Agendas •Lesson Plans •District Professional Dev. Plan •Classroom observations •Six weeks assessments	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Master levels on STAAR/EOC •Master IEP Goals	•Formative assessments •Benchmarks •STAAR/EOC •TELPAS •TPRI/TEJAS LEE •Program Assessments •Lion •TFAR •TSI •Six weeks assessments

Objective 2: 100% of campus administrators will provide on-going instructional feedback to all teachers.

Strategy 1: Campus administrators will conduct daily walkthroughs and provide teachers with actionable feedback to support effective delivery of instruction

Timeline: Aug. 2025 – May 2026

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title I parts A,B,C, Teacher Decision Making Regarding Assessments- A,B,C, Effective & Timely -Assistance to students experiencing difficulty- A,B,C, and Integration of Fed., State, & Local Services, Programs and Funds- A,B,C

Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content, Program Coordinators, and CLLs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walkthrough district app •Walkthrough Form •Emails •Calendar •TTESS Evaluation Rubric •Administrator notes •Teams messages	•Progress Monitoring Reports •Walkthrough feedback •Lesson Plans •Rotation of Classroom Walkthroughs •CLC agendas •Teacher Conference Documentation	•Improved student engagement •Improved academic achievement •Improved teacher effectiveness •Improved campus climate and culture	•Weekly Assessments •Unit Assessment •Student Growth Measures •TPRI/Tejas Lee/BOY/MOY/EOY •TXKEA •Lion •Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) •Walkthrough App Data

Strategy 2: Provide targeted professional development

Timeline: Aug. 2025 – May 2026

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title I parts A,B,C, Teacher Decision Making Regarding Assessments- A,B,C, Effective & Timely - Assistance to students experiencing difficulty-A,B,C, Integration of Fed., State, & Local Services, Programs and Funds- A,B,C

Persons Responsible: Campus Principal, Campus Assistant Principals, Campus CLLs, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward field guide •Observation Tool •Professional Dev. Calendar •State Curriculum •Effective Schools Framework •Fundamental 5 •CIF •RBIS •SIOP	•Peer Observation Schedule •Rotation of Classroom Walkthroughs •Conducting effective conferences •Learning Walks •Teacher needs survey	•Increased teacher performance on TTESS rating •Increased Teacher Retention •Improved Culture and Climate •Improved Teacher Attendance •Increased student engagement •Increased academic achievement •Increased CCMR	•Walkthroughs •TTESS rating •BM, STAAR/EOC assessment results •Six weeks and weekly assessments

Objective 3: General education and special education teachers will ensure that 100% of students with IEP plans are detailed with specific accommodations, and modifications for use during daily instruction and on state assessments.

Strategy 1: IEP teams will review each student’s IEP prior to the state assessment, no later than March 2026, to ensure student, general ed teacher and special ed teacher understand how to implement the accommodations and modifications.

Timeline: Aug. 2025 – May 2026

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title I parts A,B,C, Teacher Decision Making Regarding Assessments- A,B,C, Effective & Timely -Assistance to students experiencing difficulty- A,B,C, and Integration of Fed., State, & Local Services, Programs and Funds- A,B,C

Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•SuccessEd state assessment report •Schedule of Services (IEP) •Student Present Levels of Academic Achievement and Functional Performance (PLAAFPS) statements •Lexia Core5/Powerup Data •DMAC Local Assessment Reports •Test Hound Verification reports •Unique Learning System	• IEPs are updated through an Annual, Brief, meeting or through an amendment. •CLC meetings/agendas •Individual Student Growth Plans (sped specific) •Progress on IEP goal mastery	•Daily Assignments •District Benchmarks •Weekly Assessments •Increased Academic Performance on Lexia Core5/Powerup •Progress on IEP goal mastery •Individual Student Growth Plans (sped specific)	•Daily Assignments •District Benchmarks •Weekly Assessments •Progress on IEP goal mastery •Unit Assessments •Student Growth Measures •Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) •Walkthrough App Data

Annual Goal 2: By June 2026, 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.

Strategy 1: Professional development training will target research based instructional strategies and practices for the dual language model implemented at the elementary and secondary levels.

Timeline: August 2025-August 2026

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title 1 Part A, B, C, Teacher Decision Making Regarding Assessments- A, B,C, Effective & Timely - Assistance to students experiencing difficulty- A, B, C, Integration of Fed., State, & Local Services, Programs and Funds- A, B, C

Persons Responsible: English Language Development & Biliteracy Director, Dual Language Department Specialists, District and Campus Leadership

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•DLTI •District Curriculum •Chapter 89 •ELPS/SLPS/TEKS •District Grading Policy •TXEDLIF •Summit K12 •Footsteps to Brilliance • Unique Learning Systems	•Sign in Sheets •Agendas •PowerPoint Presentations •District Curriculum •Dual Language Department Walkthroughs • Lesson Plans	•Student achievement gains •Closing achievement gaps •Increase in the percent of students graduating with the Seal of Biliteracy •Increase in the number of EBs who are reclassified •Increase the number of teachers with bilingual certification	•Unit Assessments •Weekly Assessments •District Benchmarks •STAAR/STAAR ALT/EOC •TELPAS/TELPAS ALT •Student Growth Measures •TPRI/Tejas Lee •TXKEA •CLI •Biliteracy Checks

Strategy 2: Conduct parent trainings/meetings on dual language models at each level.

Timeline: August 2025-August 2026

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title 1 Part A, B, C, Teacher Decision Making Regarding Assessments- A, B, C, Effective & Timely -Assistance to students experiencing difficulty- A,B,C, Integration of Fed., State, & Local Services, Programs and Funds- A,B,C

Persons Responsible: English Language Development & Biliteracy Director, Language and Culture Specialists, Parental Engagement Director, and District and Campus Leadership

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Elementary and Secondary DL Models •PowerPoints •Chapter 89 •Grading Policy •Texas Education Agency Website • Txel.org	•Flyers • Agendas • Sign-In Sheets •Informational videos •Parent Surveys	•Student achievement gains •Closing achievement gaps •Increase percentage of students participating •Increase in parental involvement •Increase in the number of EBs who are reclassified •Increase in the number of students graduating with the Seal of Biliteracy	•Polls •Exit Tickets •Pre/Post Parent Surveys •Reflection Cards

Annual Goal 3: By June 2026, 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.

Strategy 1: Provide professional development to TELPAS CTCs and teachers on how to analyze TELPAS data to determine progress at the composite level in TELPAS.

Timeline: August 2025-August 2026

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title I Part A,B, & C Teacher Decision Making Regarding Assessments- Title I Part A, B, & C Effective & Timely - Assistance to students experiencing difficulty- Title I Part A, B, & C, Integration of Fed., State, & Local Services, Programs and Funds- Title I Part A, B, & C

Persons Responsible: English Language Development & Biliteracy Director, Executive Officers, and Principals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•English Language Proficiency Standards (ELPS) •District Curriculum •Proficiency Level Descriptors •Composite Rating Template •TELPAS Educator Guide •L & S, R&W Practice Sets •EB Strategic Plan •Linguistic Instructional Alignment Guide •EB Instructional and Assessment Accommodations Checklist •TELPAS Online Samples of Question Types •Summit K12 •Footsteps2Brilliance	•Emergent Bilingual Strategic Plans completed •Emergent Bilingual Accommodations Checklist completed •Agendas, Sign in Sheets •Language Objectives posted and aligned to instruction •Dual Language Walk-through feedback •Lesson Plans	•Closing the achievement gap among student groups to: •Increase linguistic performance of Beg/Int students •Increase in student progress by domain •Increase in the percent of progress on Composite in TELPAS	•TELPAS Practice and Released Tests •Student Artifacts •Summit K12 Benchmarks (Connect to literacy) •Biliteracy tests

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.

Strategy 2: Provide TELPAS practice and Benchmarks for Reading, Writing, Listening and Speaking domains.

Timeline: August 2025-August 2026

Title I School Components: Effective & Timely - Assistance to students experiencing difficulty- Title I Part A, B, & C, Integration of Fed., State, & Local Services, Programs and Funds- Title I Part A, B, & C

Persons Responsible: English Language Development & Biliteracy Director, Executive Officers, and Principals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•ELPS/PLDS •District Curriculum •TELPAS Educator Guide •EB Strategic Plan •Linguistic Instructional Alignment Guide •EB Accommodations Rubric •Data Reports •R & W, L & S Practice Sets •Speaking/Writing Scoring Guides •TELPAS Online Practice and Released Tests •TELPAS Academies •Summit K12	•Summit K12 Student Rosters •Summit K12 Usage Reports •Growth in proficiency levels based on Summit K12 benchmark scores and previous TELPAS scores •TELPAS Campus Plan of Action •TELPAS Instructional Calendar	•Student achievement gains •Closing achievement gaps to increase the percent of progress in TELPAS Composite •Increase in student progress by domain	•Summit K12 Pre-Test/Interim/Summative •Summit K12 activities

Strategy 3: Embed ELPS across all content curriculums.

Timeline: August 2025-August 2026

Title I School Components: Effective & Timely - Assistance to students experiencing difficulty- Title I Part A, B, & C, Integration of Fed., State, & Local Services, Programs and Funds- Title I Part A, B, & C

Persons Responsible: English Language Development & Biliteracy Director, Executive Officers, Principals, Content Coordinators, Teachers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•English Language Proficiency Standards •District Curriculum •ELPS Flip Book •TELPAS Educator Guide •PLDs Summit K12 SIOP	•ELPS embedded in curriculum •ELPS included in Lesson plans •Language Objective posted and aligned to content objective •Lesson Plans	•Student achievement gains •Closing achievement gaps to increase the percent of progress in TELPAS Composite •Composite Level progression in individual Domains	•Curriculum Audit •TELPAS Program •Quizzes •TELPAS Benchmark/Assessment •Classroom Observations/ Walkthroughs

Professional Development

PSJA ISD – Professional Development Office

Date	Session	Audience	Lead Person	Location	Session No.	Time
July 22-23, 2025	AVID Regional Paths Training	Middle school AVID campuses	Stella Sanchez	San Antonio	380873	8:00 am – 4:00 pm
Aug. 5 & 6, 2025	Leadership Residency	Campus and District Leaders	Dr. Iris Guajardo	T-STEM	TBD	8:00 – 4:30 pm
Aug. 11, 2025	New PSJA Staff Welcome Breakfast	All new PSJA family members	Alfredo Carrillo	TBD	TBD	TBD
Aug. 11-14, 2025	Day 1: Optimal Classrooms, Outstanding Outcomes: A New Teacher's Blueprint & The Power of Impact: Elevate Your Teaching with the Academic Impact	2025-2026 New Teachers	New Teacher & Instructional Coaching Department	Napper Training Facility	356208	8:00 am – 4:00 pm
	Day 2: Map It Out: Goals, Assessments, and Action Plans that Work & Lesson Planning Blitz: Create a Lesson Plan				356210	
	Day 3: Mission Possible: Building a Vision that Inspires Action & Check for Success: Making Assessments Work for You				356212	
	Day 4: Smooth Starts & Strong Systems: Building Your Management Foundation & Practice with Purpose: Management Moves for Maximum Impact				356214	
Aug. 15, 2025	T-TESS	CLLs Elementary, Middle School, and High School	Maria Varela	Napper Training Center	360501	8:00 am – 4:00 pm
Aug. 16, 2023	<i>Virtual</i> Technology Conference –We Ignite EdTech Heroes	All PSJA Educators	Senyda Elizondo Melissa Marvin	Virtual	366624	8:30 am – 3:00 pm
Aug. 19, 2025	District Convocation “ <i>Not All Heroes Wear Capes</i> ”	All District Staff	Dr. Elias, District Superintendent	Bert Ogden Arena Edinburg, Texas	TBD	9:00 am – 11:30 am
Aug. 20, 2025	Elementary Best Practice Conference	Elementary Staff	District Staff	PSJA Southwest Early College High School	377417	7:45 am - 4:30 pm
Aug. 20, 2025	Middle School Best Practice Conference	Secondary Staff	District Staff	PSJA RYMS	374606	8:00 am - 4:00 pm
Aug. 20, 2025	High School Best Practice Conference	Secondary Staff	District Staff	PSJA Early College High School	374606	8:00 am - 4:00 pm
Aug. 22, 2025	Staff Workday					

PSJA ISD Elementary Schools

Date	Session	Audience	Times	Location	Session No.
Aug. 18, 2025	2025 – 2026 SAVVAS RLA MyView/MiVision Training	Kindergarten Group A	8:00-12:00	Ramirez Cafeteria	377248
		1st Grade Group A	8:00-12:00	E&E Carman Cafeteria	377253
		2nd Grade Group A	8:00-12:00	Garza-Pena Cafeteria	377255
		3rd Grade Group A	8:00-12:00	Sorensen Library	377309
		4th Grade Group A	8:00-12:00	McKeever Cafeteria	377311
		5th Grade Group A	8:00-12:00	Palmer Cafeteria	377326
		5th Grade Group A	1:00-4:00	Campus PD	TBA
Aug. 18, 2025	2025 – 2026 SAVVAS RLA MyView/MiVision Training	Kindergarten Group B	1:00-4:00	Ramirez Cafeteria	377249
		1st Grade Group B	1:00-4:00	E&E Carman Cafeteria	377251
		2nd Grade Group B	1:00-4:00	Garza-Pena Cafeteria	377257
		3rd Grade Group B	1:00-4:00	Sorensen Library	377307
		4th Grade Group B	1:00-4:00	McKeever Cafeteria	377323
		5th Grade Group B	1:00-4:00	Palmer Cafeteria	377325
		5th Grade Group B	8:00-12:00	Campus PD	TBA
Group A: McKeever, Doedyns, Palmer, Ford, Farias, Sorensen, Escobar, Longoria, Ramirez, Kelly-Pharr, Garza-Pena, Carman, BBA Group B: Cantu, Livas, Reed & Mock, Chavez, Long, Clover, Guerra, Garcia, Anaya, Trevino, Arnold, Palacios, Garza					
Campus-based training to include the following topics: 1. Improper Relationships 1121 2. Bullying 3. Cyberbullying (David’s Law) 4. Student and Adult Sexual Harassment 5. Social Media 6. Texas School Safety Center Audit Requirements 7. Targeted Campus Safety Audit 8. Copyright					

PSJA ISD Elementary Schools Cont.

Date	Session	Audience	Times	Location	Session No.
Aug. 19, 2025	Convocation	All Staff	9-11:30	Bert Ogden Arena	TBA
Aug. 19, 2025	½ Day Workday SPED	Teachers	1-4	Campuses	TBA
Aug. 20, 2025	Best Practice Conference * Kinder-2nd: ½ day Magnetic Foundation/ Mosaico Coaches @ Kennedy MS Music@ Palmer Music Room		8-4	Southwest ECHS	TBA

PSJA ISD Elementary Schools Cont.

Date	Session	Audience	Times	Location	Session No.
Aug. 22, 2025	2025 – 2026 Math Lesson Internalization	Kindergarten Group A	11-Aug	Escobar Library	377560
		1 st Grade Group A	11-Aug	Doedyns Library	377563
		2 nd Grade Group A	11-Aug	Garcia Library	377516
		3 rd Grade Group A	11-Aug	Palmer Library	377557
		4 th Grade Group A	11-Aug	Longoria Library	377504
		5 th Grade Group A	11-Aug	McKeever Library	377491
Aug. 22, 2025	2025 – 2026 Reading/Lectura Lesson Internalization	Kindergarten Group B	11-Aug	Escobar Cafeteria	377561
		1 st Grade Group B	11-Aug	Doedyns Cafeteria	377564
		2 nd Grade Group B	11-Aug	Garcia Cafeteria	377520
		3 rd Grade Group B	11-Aug	Palmer Cafeteria	377559
		4 th Grade Group B	11-Aug	Longoria Cafeteria	377508
		5 th Grade Group B	11-Aug	McKeever Cafeteria	377496
Group A: McKeever, Doedyns, Palmer, Ford, Farias, Sorensen, Escobar, Longoria, Ramirez, Kelly-Pharr, Garza-Pena, Carman, BBA Group B: Cantu, Livas, Reed & Mock, Chavez, Long, Clover, Guerra, Garcia, Anaya, Trevino, Arnold, Palacios, Garza					

PSJA ISD Middle Schools

DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Monday, August 18, 2025	Campus-Based: Analysis of data documents, campus goals, initiatives, and Campus Improvement Plan	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Tuesday, August 19, 2025	District Convocation	All District Staff	Dr. Elias, District Superintendent/District Staff	Bert Ogden Arena Edinburg, TX		8:00 – 11:30
	Science Gizmos Training	All Science Teachers	Gizmos / Explore Learning	PSJA Southwest HS Fine Arts Area	375091	1:00 – 4:00
	iReady Professional Learning	All RLA Teachers	iReady	6 th Grade: TBD 7 th Grade: TBD 8 th Grade: TBD	TBD	1:00 – 4:00
	Targeted Support with IXL: Closing Gaps in Accelerated Math	All Math & Social Studies Teachers	IXL	LBJ Middle School Library	377896	1:00 – 4:00
Wednesday, August 20, 2025	Middle School Best Practices Conference	Middle School Staff	Content Coordinators/ Specialists, Curriculum Writers, and District Staff	Raul Yzaguirre Middle School	TBD	8:00 – 4:00
	Fine Arts Policies and Procedures	All Fine Arts Teachers	Jon Taylor	PSJA North ECHS	375219	8:00 – 4:00
	PE Policies and Procedures	All PE Teachers	Arturo De Hoyos	Kennedy Middle School	364790	8:00 – 4:00
Thursday, August 21, 2025	Campus-Based: Analysis of data documents, campus goals and initiatives	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Friday August 22, 2025	<i>Workday</i>					

PSJA ISD High Schools

Date	Session	Audience	Lead Person	Location	Session Number	Time
Monday, August 18, 2025	Identification of Root Causes – Specifically English I & II Testers, PEIMS Coding, English I & II Planning and Daily Writing, Campus Goals & Initiatives, Campus Plan & Campus TIP	Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Tuesday, August 19, 2025	District Convocation	All District Staff	Dr. Elias, Superintendent & District Staff	Bert Ogden Arena Edinburg, Texas	TBD	8:00 – 12:00
	Gizmos	Middle & High School Science Teachers	Denise Garcia & Jessica Moore, Science Coordinators,	PSJA Southwest ECHS Fine Arts Area	375091	1:00 – 4:00
Wednesday, August 20, 2025	Best Practice Conference	Secondary Staff	Secondary Office of Curriculum & Instruction and District Staff Dev. Dept.	PSJA ECHS	375090	8:00 – 4:00
	Policies, Procedures, and <u>fitnessgram</u>	High School Physical Education Teachers	Mr. Arturo De Hoyos, Physical Education Coordinator	Kennedy Middle School	364790	8:00 – 4:00
	Fine Arts Instructional Strategies	Secondary Fine Arts Teachers	Mr. Jon Taylor, Director of Fine Arts	PSJA North ECHS	375219	8:00 – 4:00
Thursday, August 21, 2025	Identification of Root Causes – Specifically English I & II Testers, PEIMS Coding, English I & II Planning and Daily Writing, Campus Goals & Initiatives, Campus Plan & Campus TIP	Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00

PSJA ISD High Schools Cont.

	Mission Possible: Powering up CTE for the Year Ahead	Middle School & High School CTE teachers including CTE Core teachers	Adriana Garcia, CTE Director	Dr. Daniel P. King PSJA College & University Center	377014	8:00 – 4:00
	JROTC Professional Development	JROTC Best Practices	Michael Murray Carreon, Director	PSJA Memorial JROTC Classroom	376259	8:00 – 12:00
	PSJA Counselors Academy	District-wide Counselors	Gina R. Saenz, Director	Pepe Salinas Recreation Center	377103	8:00 – 12:00
	College Transition Professional Development	College Transition Specialists, Financial Aid Officers, GEAR UP Counselors, Advise TX	Carlos Garcia, Director	Dr. Daniel P. King PSJA College & University Center	377154	1:00 – 4:00
Friday, August 22, 202	<i>Staff Workday</i>					

PSJA ISD Special Education

Date	Session	Audience	Lead Person	Location	Session No.	Time
Thursday, July 31, 2025	Lexia Core 5	Elementary Lexia Core Teachers	Olga Rivera	Napper Library	376184	8:00-12:00
	Lexia Power Up	Secondary Power Up Teachers	Maritza Garza	Napper Library	376186	1:00-5:00
Tuesday Aug. 5, 2025	Pyramid Model Consortium	Pre-K3, Pre-K4 & ECSE Unit Teachers	Melissa Arevalo Martiza Garza	Napper Library	371478	8:00-12:00
Tuesday Aug. 5, 2025	Pyramid Model Consortium	Pre-K3, Pre-K4 & ECSE Unit Teachers	Melissa Arevalo Martiza Garza	Napper Library	371481	1:00-5:00
Wednesday Aug. 6, 2025	Pyramid Model Consortium	Pre-K3, Pre-K4 & ECSE Unit Teachers	Melissa Arevalo Martiza Garza	Napper Library	371482	8:00-12:00
Wednesday Aug. 6, 2025	Pyramid Model Consortium	Pre-K3, Pre-K4 & ECSE Unit Teachers	Melissa Arevalo Martiza Garza	Napper Library	371483	1:00-5:00
Thursday Aug. 7, 2025	Pyramid Model Consortium	Pre-K3, Pre-K4 & ECSE Unit Teachers	Melissa Arevalo Martiza Garza	Napper Library	371485	8:00-12:00
Thursday Aug. 7, 2025	Pyramid Model Consortium	Pre-K3, Pre-K4 & ECSE Unit Teachers	Melissa Arevalo Martiza Garza	Napper Library	371487	1:00-5:00

PSJA ISD Special Education Cont.

Date	Session	Audience	Lead Person	Location	Session No.	Time
Monday, August 18, 2025	Welcome Back Operating Procedures	SPED Staff	Veronica Quintana	Napper Library	343531	8:00 – 12:00
Monday, August 18, 2025	Break Out Session -Group 1 1-Data Review 2- Progress Report 3- MTSS/Dyslexia	Speech Path. Speech Asst. Homebound Social Workers	Melissa Arevalo Olga Rivera Josel Castillo	Napper Library	343531	1:00-5:00
Monday, August 18, 2025	Break Out Session -Group 2 1-Data Review 2- Progress Report 3- MTSS/Dyslexia	OTs, PTs, ADPE Coaches, Diagnosticians, VI, AI, O&M, LSSPs	Sandra Chavez Maritza Garza Lorena De La Cruz	Napper Cafeteria	343540	1:00-5:00
Tuesday, August 19, 2025	District Convocation	All Staff	Dr. Elias, Superintendent & District Staff	Bert Ogden Arena Edinburg, Texas	TBD	8:00 – 12:00
	Special Education Paraprofessional Roles & Responsibilities	Special Ed. Paraprofessionals Elem. & Secondary	Maritza Garza Olga Rivera	Napper Library	343532	1:00-4:00
Tuesday, August 19, 2025	Teacher Standards & Expectations	SPED Teachers Elem. & Secondary	Veronica Quintana Melissa Arevalo Sandra Chavez	Napper Cafeteria	343541	1:00 -4:00
Wednesday, August 20, 2025	Progress Reporting Legal Updates	Speech Path. Speech Asst. Homebound Social Workers OTs, PTs, ADPE Coaches, Diagnosticians, VI, AI, O&M, LSSPs	Veronica Quintana Melissa Arevalo Sandra Chavez	Napper Library	367423	8:00-12:00
	SHARS Billing	Speech Path. Speech Asst. Homebound Social Workers Ots, PTs, ADPE Coaches, Diagnosticians, VI, AI, O&M, LSSPs	Houston ISD Debbie Salinas	Napper Cafeteria	343534	1:00-5:00
Thursday, August 21, 2025	N2Y Unique TELPAS Alt	Life Skills Teachers Elem. & Secondary	M. Arevalo, M. Garza, & O. Rivera	Napper Library	367425	8:00-12:00
	SHARS Billing	Life Skills Teachers Elem. & Secondary	Houston ISD Debbie Salinas	Napper Cafeteria	343535	1:00-4:00
Friday, August 22, 2025	Staff Workday					

PSJA ISD Dual Language Cont.

Date	Session	Audience	Lead Person	Location	Session No.	Time
August 4 th	DLTI – Day 1	New DL Teachers- Elementary	Fidencio Camacho	SPED Room 44	TBD	8-4
August 5 th	DLTI – Day 2	New DL Teachers- Elementary	Fidencio Camacho	Napper Cafeteria	TBD	8-4
August 6 th	DLTI – Day 3	New DL Teachers- Elementary	Fidencio Camacho	Napper Cafeteria	TBD	8-4

Title I Part C

Migrant Education Program

Priority for Service Action Plan



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The **Priority for Service Report on Texas – New Generation System (TX-NGS)** must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; AND - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows No Other Preschool Support.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the TMEP Portal.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
1	108-909		Ruben Garcia, Jr.
District Name:		School Year	Date:
Pharr-San Juan-Alamo ISD		2025-2026	7/21/2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

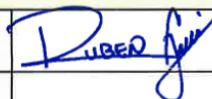
- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	Dr. Martha A. Hinojosa
Date	7.21.25	Date Review Complete	July 21, 2025

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
1	108-909	Pharr-San Juan-Alamo ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
1. To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of students as determined by the Priority for Service criteria.	• The progress of the student will be monitored by the MEP staff in coordination with teachers and administrators who provide direct instructional services to PFS students at their campuses. Progress will be determined at the end of each grading cycle and will be monitored using the PFS Student Progress Review document and district Contact Log. • The services and/or resources provided to the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the curricula implemented in the state of Texas. • The progress and determined needs of the PFS will be disseminated to appropriate personnel identified in the Action Plan in order to support academic success.

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
1	108-909	Pharr-San Juan-Alamo ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ Monthly , run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	15th of every month	TX-NGS data entry clerks and/or program strategists & MEP Director	PFS monthly district and campus reports without identifiable information
▪ Before the first day of school , develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before August 25, 2025	MEP Director	Completed District PFS Action Plan
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
1	108-909	Pharr-San Juan-Alamo ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ During the academic calendar , the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Sept. 2025- Jun. 2026	MEP Director & Staff and designated campus administrator(s).	Agenda & sign-in sheets (when applicable), emails, campus PFS reports, training
▪ During the academic calendar , the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Sept. 2025- Jun. 2026	MEP Director & Staff and designated campus administrator(s).	Phone Logs, Parent Notification Letters, Meeting Documents (Agenda, PPT, Sign-In) <i>when applicable</i> ,
▪ During the academic calendar , the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Sept. 2025-May 2026	MEP Director & Staff and designated campus administrator(s).	Agenda, PPT, parent meeting sign-in sheet(s) <i>when applicable</i> , brochures, PFS criteria flyer, Contact Logs and individualized PFS student report to the students' parent(s).
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
1	108-909	Pharr-San Juan-Alamo ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	Sept. 2025-May 2026	MEP Director & Staff and designated campus administrator(s) /counselors / teachers	Phone Logs, Parent Letters, PFS Student Progress Review
▪ The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Sept. 2025-May 2026	MEP Director & Staff and designated campus administrator(s) /counselors / teachers	Emails, Phone Logs, Parent Letters, PFS Student Progress, IEP (<i>when applicable</i>)
▪ The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Sept. 2025-May 2026	MEP Director & Staff	NGS Reports, Credit Recovery options, Email and Phone Logs, PFS Student Progress
Additional Activities			
▪			

2025-2026 PSJA ISD ID&R PLAN

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 22
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 22
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 22
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature

F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. · TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	Staff: Designated SEA Reviewers TX-NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29

B. Eligibility review. Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		