



PSJA ISD
Building Blocks
A C A D E M Y

Campus Improvement Plan 2026-2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: *September 28, 2026*

Vision

Our vision is to provide a robust and sustainable high quality early childhood education that meets the unique needs of the whole child. We are committed to supporting children beginning with their first school experiences. The PSJA Sonia M. Sotomayor Building Blocks Academy goals are to increase kinder readiness, capacity and access to high quality Pre-K programs. By providing high quality early learning experiences, PSJA ISD ensures that 3-, 4-, and 5-year-old children are ready, connected and complete for post secondary success.

Mission

As an early childhood hub, the Building Blocks Academy will lay the foundation for 3-, 4-, and 5-year-olds within our collaborative community by equipping them with the academic and social emotional skills critical for success in grade school, college, career and life by providing equitable access to a developmentally appropriate, high-quality education.

Texas Accountability System



Strategic Direction



PSJA School Board

Ricardo Rodriguez, President
Yolanda Castillo, Vice-President
Ramona, Barron, Secretary
Griselda Quintanilla, Member
Romeo Robles, Jr., Member
Cynthia A. Gutiérrez, Member
Carlos Villegas, Jr., Member

Superintendent's Cabinet

Dr. Alejandro Elias, Superintendent of Schools
Dr. Ranulfo Marquez, Assistant Superintendent for Academics
Rebecca Gonzalez, Assistant Superintendent for Finance
Dr. Rebeca Garza, Assistant Superintendent for Human Resources
Dr. Orlando Noyola, Assistant Superintendent for Student Services
Dr. Lauro Davalos, Assistant Superintendent for Technology
Rafael Gonzalez, Assistant Superintendent for Operations

Senior Staff

Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Dr. Claudia Bracamontes, Executive Officer for Elementary
Schools Mario Bracamontes, Sustainability Administrator
Dr. Nora Cantu, Executive Officer for Academics
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Campus Site-Based Decision Committee Members

Denise Garcia, Principal

Maria Rubio Villescascas, Assistant Principal

Patricia Viera, Assistant Principal

Julia Concepcion, Counselor

Lisandra Medina, CLL

Cynthia Hernandez, Teacher

Yisel Chavez, Teacher

Gracie Tapia, Teacher

Kayla Ruiz, Teacher

Mario Rodriguez, Business Representative

, Committee Member

Marina Garcia, Parent

Campus Executive Summary

Demographics:

PSJA Building Blocks Academies serve students from three different cities, who come from similar backgrounds and way of life. PSJA Building Blocks Academies also have students that come from surrounding cities outside of PSJA.

The student body at PSJA BBA has the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Sotomayor	218	126	92	19	69	0	128	0	
Alamo	150	88	83	3	36	0	78	0	
Buckner	TBD								
Count	368	214	175	22	105	0	206	0	
Percent	100%	58%	48%	6%	29%	0%	56%	0%	

With the district's proximity to Mexico, 290% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

(TEA Data not available yet)

Executive Summary Continued

Curriculum/ Instruction and Assessment:

Teachers focus on early literacy, math and all developmental domains. All students participate in a classroom environment that uses a Play-Based Learning Approach to impact the progress of children developing all the skills needed for school readiness. Building Blocks Academy provides instruction for English learners using the One -Way Dual Language Model. The mission for our campus is to support Early Learning to ensure students are Kinder Ready. Recognizing the importance that children at this age develop the necessary foundational skills that will support future academic success our teachers use data driven instruction to monitor progress.

Student Performance:

For the 2026-2027 school year, the Student Performance goals are the following:

- The percentage of all PK3 and PK4 students that score Masters performance in LION Emergent Literacy Domain will increase by 5% by June 2027
- The percentage of all PK3 and PK4 students that score Masters performance in LION Math Domain will increase by 5% by June 2027
- The percentage of all PK3 and PK4 students that score Masters performance in LEON Literatura Domain will increase by 5% by June 2027
- The percentage of all 1st grade students that score Independent performance in TPRI Reading Domain will increase by 15% by June 2027
- The percentage of all students that score Desarrollado performance in Tejas LEE will increase by 15% by June 2027
- The percentage of Kinder students that are Kinder ready will increase by 15% by June 2027
- The percentage of all students that score Masters performance in LION Emergent Literacy Domain will increase by 5% by June 2027

Executive Summary Continued

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of PK Guidelines, TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.

The district is:

1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2. Taking a system-wide approach to sustainability through a multi-departmental committee
3. Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications

Additionally, PSJA ISD offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world. Advance Placement at all high school campuses offers students the opportunity earn post-secondary credentials if they earn a three or higher. Currently, 216, Met the criterion score on an AP/IB exam in any subject translates to 10%.

Campus Educational Improvement Committee Members

Effective Teaching and Learning		Student Support	
Dr. Iris Guajardo	Executive Officer For Secondary Schools	Dr. Claudia Gonzalez	Executive Officer For Elementary Schools
Dr. Linda Uribe-Trevino	Executive Officer For College Readines	Dr. Susana Arredondo	Executive Officer For Elementary Schools
Dr. Nora Rivas Garza	Executive Officer For Secondary Schools	Dr. Yolanda Gomez	Executive Officer For Learning Acceleration
Adriana Garcia	Career and Technical Education	Yvonne Martinez	Migrant Strategist
Amber Rosas	PSJA High School, Teacher-Special Ed. Self-Contained	Amy Marquez	Library Innovations Strategist
Jeannette Lozano	PSJA North ECHS, Teacher-Science	Jessica Zuniga	John Mckeever Elem, Principal
Dr. Sandra Garza	PSJA T. Jefferson T-Stem ECHS, Principal	Veronica Quintana	Special Education Department Director
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art	Olivia Martinez	English Language Development & Bilitery Director
Julia Lopez	PSJA T. Jefferson T-Stem ECHS, Teacher-Science	Denise Garcia	High School Science Coordinator
Catherine Alanis	PSJA Memorial ECHS, Teacher-English Lang. Art	Ruben Salinas	PSJA High School, Teacher-Math
Roxxana Serna	Dr. William Long Elementary, Teacher-Second	Jorge Rodriguez	PSJA North ECHS, Teacher - Dual Credit Education
Amanda De Leon	Santos Livas Elementary, Teacher-Physical Education	Arnold Serna Nieto	Austin Middle School, Sped Teacher
Jessica Perez Aranda	Carmen Anaya Elementary, Teacher-First	Denise Rodriguez-Chavez	Elvis J. Ballew High School, Teacher-Spanish
Sandra Coronado Murillo	Doedyns Elementary, Elem Peims Clerk	Elizabeth Cuadra	PSJA Memorial ECHS, Teacher-Social Studies
Michael Murray	Adv. Academic Services Program Director	Belinda Escamilla	Arnoldo Cantu Sr Elem, Teacher-Second
Viviana Villarreal	Psja Early Start, Teacher-Pre K	Nelda Reyes	Raul H. Yzaguirre MS, Teacher-English Lang. Art
Raymundo Monrreal	Jaime Escalante MS, Principal	Mariciana Hernandez	Allen & William Arnold Elem., CLL
Haissam Mayasi	Data Services Director	Herlinda Garcia	Marcia R Garza Elem, Teacher-Fifth
Alicia Alejandro	High School Social Studies Coordinator	Liza Diaz	PSJA North ECHS, Principal
Debbie Dawang	High School Math Coordinator	Roel Luna	Carmen Anaya Elem, Counselor
Sandra Serna	Data Support Coordinator	Christian Gonzalez	Kennedy Middle School, Asst. Principal
Karla Rodriguez	Elementary Reading Language Arts Coordinator	Cynthia Rivera	High School Reading Language Arts Coordinator
Kelly Williams	Psja Southwest Echs, Teacher-Health Science	Sherry Vargas	Bilingual Strategist
Eduardo Guzman	Language Development Specialist	Lorena Zuniga	PSJA Southwest ECHS, Teacher-Social Studies
Stephanie Cavazos	Aida Escobar Elem, Teacher	Erica Estreda	Cesar Chavez Elem, Teacher
Carlos Rivera	Murphy Middle School, Science Teacher	Janie Baldazo	Murphy Middle School, Teacher
Dr. Judy Marmolejo	Kennedy Middle School, Teacher	Cynthia Perales	Guerra Elementary, Teacher
Rene Hernandez	Guerra Elementary, Teacher	Ilsa Gonzalez	Garza-Pena Elementary, Teacher
Erika Carpio	Alamo Middle School Counselor	Laura Torres	Carmen Anaya Elem, Assistant Principal
Melissa Rodriguez	Parent Representative	Sandra Delgado	Parent Representative
Thomas Moncivais	Business Representative	Maria Rodriguez	Parent Representative

Campus Educational Improvement Committee Members

Leadership Growth		Family and Community Empowerment	
Dr. Rebecca Garza	Asst. Supt. For Human Resources	Dr. Orlando Noyola	Asst. Supt. For Student Services
Alfredo Carrillo	Executive Officer For Human Resources	Dr. Virna Bazan	Executive Officer For Elementary Schools
Dr. Nora Cantu	Executive Officer For Academics	Dr. Lauro Davalos	Asst. Supt. of Technology
Maria Varela	New Teacher and Insts. Coaching Coord.	Virgina Saenz	Counseling and Guidance Director
Priscilla Salinas	ACTRGV Director	Claudia Lemus Campos	Communications & Marketing Director
Gloria Garza	Elementary Science Coordinator	Ruben Garcia	Parental Engagement Director
Adrian Karr	HR Manager	Laura Campos	Pupil Accounting Dept. Director
Hector Rodriguez	MIS Department Director	Erica Munguia	Migrant Strategist
Stella Sanchez	Professional Development Director	Nora Galvan	Adult Literacy Coordinator
Gina Saenz	LBJ Middle School Dean Of Instruction	Rolando Garcia	Chief Of Police
Maricruz De Anda	Berta Palacios Elem, Teacher-Sp Ed Unit	Ruby Lopez	Cesar Chavez Elementary, CLL
David Frias	Kelly-Pharr Elementary, Teacher-Kinder	Lizette Sosa	Farias Elementary, Teacher-Fourth
Denise Godoy	PSJA Sonia Sotomayor Building Blocks, Teacher	Osvaldo Gonzalez	Trevino Elementary, CLL
Romeo Romero	Aida Escobar Elem, Teacher-PE	Vivian Salazar	John McKeever Elementary School, Teacher Second
Mayra Dominguez	Reed-Mock Elem, Teacher-Kinder	Azeneth Razo	Palmer Elementary, Teacher-Second
Dr. Cynthia Gonzalez	Reed-Mock Elem, Asst. Principal	Maria Briseno	Vida N. Clover Elem., Teacher-Music
Jessica Moore	Middle School, Science Coordinator	Juan Carlos Reyes	Henry Ford Elementary, Teacher
Jualianne Martinez	Graciela Garcia Elementary, Teacher-Prek	San Juanita Carolina Portales	Alamo Middle School, Teacher-Social Studies
Yulissa Rangel	Austin Middle School, Math Teacher	Melynda Escobedo	LBJ Middle School, Teacher-Social Studies
Perla Oervides	Collegiate High School, Teacher-SS	Melissa Sanchez	PSJA High School, Counselor
Lezlie Neely	Ramirez Elementary, Teacher-Fifth	Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Jessica Garcia	Carman Elementary, Reading Coach	Stephanie Gomez-Gonzalez	Ford Elementary, Counselor
David Granadoz	Liberty Middle School, Teacher Math	Yvonne Chamblin	PSJA T. Jefferson T-Stem ECHS, Teacher-Co/Op Vocational
Miguel Torres	Middle School Social Studies Coordinator	Kimberly Ortega	Middle School Reading Language Arts Coordinator
Crystal Soto	Allen & William Arnold Elem., Teacher	Analyynn Gundran	Collegiate High School, CLL
Laura Ramos Moreno	Sorenson Elementary, Teacher	Susana Barbosa	Dr. William Long Elementary, Teacher
Sofia Moreno	Trevino Elementary, 3rd Grade Teacher	Felix Salinas	LBJ Middle School, Teacher
Myra Perez	Parent Representative	Melissa Ontivieros	Longoria Elementary, PK Teacher
Norma Villegas	Parent Representative	Leticia Garcia	Parent Representative
Daniela Zuniga	Business Representative	Gloria Castillo	Parent Representative

Sotomayor Building Blocks Academy (PK3)						
LION 2025-2026						
	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	9	42.9%	3	13%		
Striving	10	47.6%	3	13%	2	6.1%
Mastered	2	9.5%	17	73.9%	20	90.9%

Sotomayor Building Blocks Academy (Pk3)						
LEON 2025-2026						
	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	8	57.1%	5	33.3%		
Striving	6	42.9%	6	40%		
Mastered			4	26.7%	16	100%

Alamo Building Blocks Academy

LION 2025-2026

	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	15	44.1%	7	20.6%		
Striving	16	47.1%	11	32.4%	3	9.7%
Mastered	3	8.8%	16	47.1%	28	90.3%

Alamo Building Blocks Academy

LEON 2025-2026

	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	16	100%	5	31.3%		
Striving			5	31.3%		
Mastered			6	37.5%	15	100%

Buckner Building Blocks Academy**LION 2025-2026**

	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	10	35.7%	4	15.4%		
Striving	16	57.1%	3	11.5%		
Mastered	2	7.1%	19	73.1%	26	100%

Buckner Building Blocks Academy**LEON 2025-2026**

	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	8	40%			1	5%
Striving	7	35%	6	30%		
Mastered	5	25%	14	70%	19	95%

Sotomayor Building Blocks Academy (PK 4)

LION 2025-2026

	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	5	13.9%	2	6.1%	1	3.6%
Striving	12	33.3%	3	9.1%	1	3.6%
Mastered	19	52.8%	28	84.8%	26	92.9%

Sotomayor Building Blocks Academy

LEON 2025-2026

	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	5	14.7%	4	11.4%	2	6.1%
Striving	16	47.1%	7	20%	2	6.1%
Mastered	13	38.2%	24	68.6%	29	87.9%

Alamo Building Blocks Academy

LION 2025-2026

	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	7	20%	2	5.6%		
Striving	15	42.9%	5	13.9%	1	2.9%
Mastered	13	37.1%	29	80.6%	34	97.1%

Alamo Building Blocks Academy (PK 4)

LEON 2025-2026

	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	1	7.7%				
Striving	11	84.6%	1	7.7%	2	13.3%
Mastered	1	7.7%	12	92.3%	13	86.7%

Buckner Building Blocks Academy (PK 4)

LION 2025-2026

Teacher: Gonzalez	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	3	60%	1	25%	1	25%
Striving	2	40%	2	50%		
Mastered			1	25%	3	75%

Buckner Building Blocks Academy (PK 4)

LEON 2025-2026

Teacher: Gonzalez	BOY		MOY		EOY	
Levels:	Campus # of students	Campus % of students	Campus # of students	Campus % of students	Campus # of students	Campus % of students
Intervention	6	46.2%			1	7.7%
Striving	5	38.5%	3	23.1%		
Mastered	2	15.4%	10	76.9%	12	92.3%

Campus: **PSJA SOTOMAYOR BUILDING BLOCKS ACADEMY**

		GKG TPRI BOY 2024-2025		GKG TPRI BOY 2025-2026	
CAMPUS	1- Masters	3	18%	7	23%
	2- Meets	3	18%	9	30%
	3- Approaches	5	29%	6	20%
	4- Does Not Meet+	4	24%	6	20%
	5- Does Not Meet	2	12%	2	7%

Campus: **PSJA SOTOMAYOR BUILDING BLOCKS ACADEMY**

		GKG TPRI EOY 2024-2025		GKG TPRI EOY 2025-2026	
CAMPUS	1- Masters	15	88%	29	94%
	2- Meets	1	6%	2	7%
	3- Approaches	1	6%	0	0%
	4- Does Not Meet+	0	0%	0	0%
	5- Does Not Meet	0	0%	0	0%

Campus: **PSJA SOTOMAYOR BUILDING BLOCKS ACADEMY**

			GKG Tejas LEE BOY 2024-2025		GKG Tejas LEE BOY 2025-2026	
CAMPUS	1- Masters		0	0%	3	27%
	2- Meets		1	33%	2	18%
	3- Approaches		2	67%	2	18%
	4- Does Not Meet+		0	0%	4	36%
	5- Does Not Meet		0	0%	0	0%

Campus: **PSJA SOTOMAYOR BUILDING BLOCKS ACADEMY**

			GKG Tejas LEE EOY 2024-2025		GKG Tejas LEE EOY 2025-2026	
CAMPUS	1- Masters		4	80%	9	82%
	2- Meets		0	0%	1	9%
	3- Approaches		0	0%	1	9%
	4- Does Not Meet+		0	0%	0	0%
	5- Does Not Meet		1	20%	0	0%

Campus: **PSJA ALAMO BUILDING BLOCKS ACADEMY**

		GKG TPRI BOY 2025-2026	
CAMPUS	1- Masters	13	54%
	2- Meets	1	4%
	3- Approaches	5	21%
	4- Does Not Meet+	3	13%
	5- Does Not Meet	2	8%

Campus: **PSJA ALAMO BUILDING BLOCKS ACADEMY**

		GKG TPRI EOY 2024-2025		GKG TPRI EOY 2025-2026	
CAMPUS	1- Masters	2	25%	21	88%
	2- Meets	5	63%	2	8%
	3- Approaches	0	0%	0	0%
	4- Does Not Meet+	0	0%	1	4%
	5- Does Not Meet	1	13%	0	0%

Campus: **PSJA ALAMO BUILDING BLOCKS ACADEMY**

			GKG Tejas LEE BOY 2025-2026	
CAMPUS	1- Masters		0	0%
	2- Meets		3	23%
	3- Approaches		5	39%
	4- Does Not Meet+		5	39%
	5- Does Not Meet		0	0%

Campus: **PSJA ALAMO BUILDING BLOCKS ACADEMY**

			GKG Tejas LEE EOY 2024-2025		GKG Tejas LEE EOY 2025-2026	
CAMPUS	1- Masters		1	50%	10	77%
	2- Meets		0	0%	2	15%
	3- Approaches		0	0%	1	8%
	4- Does Not Meet+		1	50%	0	0%
	5- Does Not Meet		0	0%	0	0%

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Campus: **PSJA SOTOMAYOR BUILDING BLOCKS ACADEMY**

CAMPUS		G01 TPRI BOY 2024-2025		G01 TPRI BOY 2025-2026	
	1- Masters	1	13%	2	13%
	2- Meets	1	13%	0	0%
	3- Approaches	1	13%	5	33%
	4- Does Not Meet+	2	25%	3	20%
	5- Does Not Meet	3	38%	5	33%
CAMPUS		G01 TPRI MOY 2024-2025		G01 TPRI MOY 2025-2026	
	1- Masters	5	63%	11	73%
	2- Meets	0	0%	0	0%
	3- Approaches	0	0%	3	20%
	4- Does Not Meet+	0	0%	1	7%
	5- Does Not Meet	3	38%	0	0%
CAMPUS		G01 TPRI EOY 2024-2025		G01 TPRI EOY 2025-2026	
	1- Masters	3	38%	13	87%
	2- Meets	3	38%	1	7%
	3- Approaches	1	13%	1	7%
	4- Does Not Meet+	0	0%	0	0%
	5- Does Not Meet	1	13%	0	0%

Campus: **PSJA ALAMO BUILDING BLOCKS ACADEMY**

CAMPUS		G01 TPRI BOY 2021-2022		G01 TPRI BOY 2025-2026	
	1- Masters	13	27%	0	0%
	2- Meets	8	16%	1	14%
	3- Approaches	8	16%	3	43%
	4- Does Not Meet+	9	18%	3	43%
	5- Does Not Meet	11	22%	0	0%
CAMPUS		G01 TPRI MOY 2021-2022		G01 TPRI MOY 2025-2026	
	1- Masters	32	99%	5	71%
	2- Meets	1	2%	0	0%
	3- Approaches	12	22%	1	14%
	4- Does Not Meet+	8	15%	1	14%
	5- Does Not Meet	1	2%	0	0%
CAMPUS		G01 TPRI EOY 2021-2022		G01 TPRI EOY 2025-2026	
	1- Masters	31	61%	6	86%
	2- Meets	9	18%	0	0%
	3- Approaches	8	16%	0	0%
	4- Does Not Meet+	1	2%	1	14%
	5- Does Not Meet	2	4%	0	0%

Campus: **PSJA SOTOMAYOR BUILDING BLOCKS ACADEMY**

CAMPUS		G01 Tejas LEE BOY 2024-2025		G01 Tejas LEE BOY 2025-2026	
	1- Masters	0	0%	0	0%
	2- Meets	0	0%	1	33%
	3- Approaches	0	0%	0	0%
	4- Does Not Meet+	0	0%	2	67%
	5- Does Not Meet	1	100%	0	0%
CAMPUS		G01 Tejas LEE MOY 2024-2025		G01 Tejas LEE MOY 2025-2026	
	1- Masters	0	0%	1	33%
	2- Meets	0	0%	0	0%
	3- Approaches	0	0%	2	67%
	4- Does Not Meet+	1	50%	0	0%
	5- Does Not Meet	1	50%	0	0%
CAMPUS		G01 Tejas LEE EOY 2024-2025		G01 Tejas LEE EOY 2025-2026	
	1- Masters	0	0%	3	100%
	2- Meets	0	0%	0	0%
	3- Approaches	0	0%	0	0%
	4- Does Not Meet+	0	0%	0	0%
	5- Does Not Meet	1	100%	0	0%

Campus: **PSJA ALAMO BUILDING BLOCKS ACADEMY**

CAMPUS		G01 Tejas LEE BOY 2021-2022		G01 Tejas LEE BOY 2025-2026	
	1- Masters	7	23%	0	0%
	2- Meets	3	10%	1	33%
	3- Approaches	5	16%	0	0%
	4- Does Not Meet+	9	29%	0	0%
	5- Does Not Meet	7	23%	2	67%
CAMPUS		G01 Tejas LEE MOY 2021-2022		G01 Tejas LEE MOY 2025-2026	
	1- Masters	14	44%	1	33%
	2- Meets	2	6%	0	0%
	3- Approaches	6	19%	0	0%
	4- Does Not Meet+	6	19%	1	33%
	5- Does Not Meet	4	13%	1	33%
CAMPUS		G01 Tejas LEE EOY 2021-2022		G01 Tejas LEE EOY 2025-2026	
	1- Masters	19	59%	1	33%
	2- Meets	3	9%	0	0%
	3- Approaches	4	13%	1	33%
	4- Does Not Meet+	3	9%	1	33%
	5- Does Not Meet	3	9%	0	0%

Comprehensive Needs Assessment

Data Resources Reviewed

1. Reports TPRI, Tejas Lee, CLI, TXKEA
2. 2025-2026 Enrollment/Attendance
3. PEIMS Demographics
4. Parental Involvement Data
5. Professional Development Plan
6. Teacher Certifications
7. Technology Inventories
8. TEEMS (T-TESS)

CAMPUS LEADS:

Denise Garcia, Patricia Viera, María Rubio Villescas,



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING (**Campus Info.**)

Areas Reviewed: Student Performance

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 8-12 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 2024 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 48%.
- 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 PK3 students that score Masters level in the the EOY LION assessment will go from 90% to 95% .

Objective 1: The percentage of students performing at Masters Level in the LION assessment will increase by having access to developmentally appropriate guaranteed and viable curriculum.

Strategy 1: Purposeful planning and differentiation of instruction

Timeline: Oct 2026- May 2027

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

Persons Responsible: Teachers, CLL, Principal, Assistant Principal

Action Steps:

- 1) Unpacking guidelines
- 2) analyze data
- 3) small group individualized instruction lesson plans

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Frog Street • I Ready •Age of Learning •Lakeshore materials • Circle Time •LION/LEON •State and local student data	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization •action plan •data wall	•Student Achievement gains on LION •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •Fluency Checks •Progress Monitoring •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 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principals, CLL

Action Steps:

- 1) Conduct a minimum of 10 walkthroughs with feedback per week
- 2) seek professional development for teachers needing support

3) analyzing curriculum every six weeks

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •I-Ready	•Walkthrough documents	•BOY and EOY scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •Progress Monitoring •Results Driven Accountability •IReady Diagnostic

Strategy 3: Ongoing support for the implementation of the Kinder and 1st grade RLA and Math curriculum through CLCs.

Timeline: September 2026 - May 2027

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

Persons Responsible: Teachers, Principal, APs, CLLs

Action Steps:

- 1) Designated days for lesson internalization of Reading and Math Curriculum
- 2) Walkthroughs using rubric and feedback provided
- 3) Provide necessary resources for full implementation

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •I-Ready	•Training Agenda •Collaborative Learning Community Meetings	•TPRI BOY-EOY scores show increases in student achievement and student performance growth •Increase level of performance in TPRI/Tejas Lee and iReady Diagnostic	•Formative assessments •Benchmarks [BMs] •Results Driven Accountability •TELPAS •I-Ready

Annual Goal 2: Early Childhood

The percentage of all Early Literacy students that are Kinder Ready will increase from 47% to 62%.

Objective 1: Increase the percentage of Early Literacy students scoring **below Kinder Readiness** from **47% to 62%** by the end of the academic year, demonstrating a **15% increase** through targeted instruction, early interventions, and consistent progress monitoring.

Strategy 1: Small group implementation to target students

Timeline: September 2026 – May 2027

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

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

Action Steps:

- **1) Implement Tiered Literacy Instruction Using Small Group Rotations:**
Use diagnostic assessments to group students based on specific literacy skill gaps (phonemic awareness, letter recognition, etc.).
- **2) Develop and Schedule Daily Small Group Rotations:**
Plan engaging, skill-focused lessons aligned to Kinder Readiness standards.
- **3) Monitor Progress and Document Growth:**
Maintain a data tracker to record student performance and instructional focus.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Strategy 2: Provide Targeted Early Interventions for At-Risk Students

Timeline: September 2026 – May 2027

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

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

Action Steps:

- 1) **Provide Targeted Early Interventions for At-Risk Students:**

Use research-based intervention programs tailored to each student's area of need.

2) Identify At-Risk Students Using Early Literacy Screeners:

Administer baseline assessments within the first 4 weeks of school.

3) Monitor Progress and Adjust Interventions as Needed:

Conduct progress monitoring using quick, targeted assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Strategy 3: Engage Families Through Literacy-Focused Home Learning

Timeline: October 2026-2027

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

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

Action Steps:

1) Host Monthly Family Literacy Nights:

Organize interactive workshops where families learn simple literacy strategies

2) Distribute Literacy Take-Home Kits:

Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.

3) Communicate Weekly Literacy Tips through Resource binders and other platforms:

Use tools like ClassDojo or school newsletters to share weekly reading tips.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 2: Student Supports

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

Objective 1: English Learners student group will increase by 5% or higher on the Syllable Separating Measure Masters level of the LION Progress Assessment by June 2026.

Strategy 1: Train all Bilingual teachers who serve bilingual students

Timeline: BOY-October 2025, EOY- May 2026

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

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

Action Steps:

- 1) Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes using detailed Lesson plan with dual language instruction.
- 2) Implement learning walks

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Photo Libraries ·Spanish Materials	- District/Campus Data Reviews - Morning Message - LION Reports - Letter Fluency Progress Monitoring - Lesson Plans – Dual Language Instruction -LOI - Data Wall - Walkthroughs - Data Action Plans - Tango Software	Increase the percentage of Mastery in LION Assessment	- LION Progress Monitoring Assessment - SGM Assessments Pre and Post

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

Timeline: October 2026-2027

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

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

Action Steps:

- **1)Pre-Teach Vocabulary with Visual Supports:**
Before introducing new content, select key academic vocabulary and pair each word with a gesture.
 - **2)Use Realia and Hands-On Materials During Instruction:**
Bring in **real objects** or **manipulatives** related to your lesson
- 3) **Create Visual Word Walls**
Develop word walls with images and have students practice separating of syllables daily

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Photo Libraries ·Spanish Materials	- District/Campus Data Reviews - Morning Message - LION Reports - Letter Fluency Progress Monitoring - Lesson Plans – Dual Language Instruction -LOI - Data Wall - Walkthroughs - Data Action Plans - Tango Software	Increase the percentage of Mastery in LION Assessment	- LION Progress Monitoring Assessment - SGM Assessments Pre and Post

Goal Area 3: Leadership Growth

Annual Goal 1: All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction

Objective 1: By the end of each instructional week, 100% of teachers will submit weekly lesson plans that include clear learning objectives, differentiated activities, and aligned formative assessments, ensuring instructional time is purposeful and standards-based.

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: October 2026-2027

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

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

Action Steps:

1. Develop and share a consistent lesson plan template that includes required components: learning objectives, differentiation strategies, and formative assessments.
- 2) Include embedded prompts/examples to guide teachers in completing each section effectively.
- 3) Offer training at the beginning of the year and refresher sessions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Photo Libraries ·Spanish Materials - District lesson plans - One drive folders - Laptops - Ipads	- District/Campus Data Reviews - Morning Message - LION Reports - Lesson Plans – Dual Language Instruction -LOI - Data Wall - Walkthroughs - Data Action Plans	Increase the percentage of Mastery in LION Assessment	- LION Progress Monitoring Assessment - SGM Assessments Pre and Post

Strategy 2: Implement a Weekly Planning Support System

Timeline: October 2026-2027

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

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

Action Steps:

- 1) Establish dedicated **CLC (Collaborative Learning Community)** or common planning time for teams to collaborate on lesson planning.
- 2) Establish planning dates every 6 weeks to review upcoming lessons and create activities for centers
- 2) Assign CLL or AP to review, support, and provide feedback before plans are submitted.
- 3) Use these sessions to align on pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Photo Libraries ·Spanish Materials - District lesson plans - One drive folders - Laptops - Ipads	- District/Campus Data Reviews - Morning Message - LION Reports - Lesson Plans – Dual Language Instruction -LOI - Data Wall - Walkthroughs - Data Action Plans	Increase the percentage of Mastery in LION Assessment	- LION Progress Monitoring Assessment - SGM Assessments Pre and Post

Strategy 3: Monitor and Provide Timely Feedback

Timeline: October 2026-2027

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

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

Action Steps:

- 1) Create a system for weekly review of submitted plans using a simple rubric or checklist.
- 2) Provide timely feedback highlighting strengths and suggesting improvements.
- 3 Recognize and share exemplar lesson plans in team meetings or newsletters to build capacity and celebrate quality planning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Photo Libraries ·Spanish Materials - District lesson plans - One drive folders - Laptops - Ipads	- District/Campus Data Reviews - Morning Message - LION Reports - Lesson Plans – Dual - Language Instruction -LOI - Data Wall - Walkthroughs - Data Action Plans	Increase the percentage of Mastery in LION Assessment	- LION Progress Monitoring Assessment - SGM Assessments Pre and Post

Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child's school will increase by 20%.

Objective 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: October 2026-2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- 1) **Design a monthly calendar:**
Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)
- 2) **Collaborate with Staff and Community Partners**
Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.
- 3) **Promote Events and Encourage Participation**
Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

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

- **Strategy 2:** Offer mini workshops and partner with organizations for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration and enhancing academic support at home.

Timeline: October 2026-2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

• **1) Identify Key Workshop Topics Through Family Input:**

Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.

• **2) Schedule and Promote Monthly Parent Workshops:**

Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.

• **3) Send Home Resources for Continued Support:**

After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

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

• **Strategy 3:** Fostering family cultures

Timeline: October 2026-2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

• **1) Plan Events That Reflect the School Community:**

Host family-centered celebrations such as a **Fall Festival**, **Posada**, and **Christmas Play**, incorporating traditions, food, and customs from the school's diverse cultures.

• **2) Showcase Student Talent**

Integrate student-led performances into each event and display projects that reflect family traditions.

• **3) Create Opportunities for Family Participation and Leadership:**

Form a Family Culture Committee to help plan, organize, and lead events.

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

Goal Area 4: Family Community

Objective 2: By the end of the 2025–2026 school year, the campus will **increase and maintain an average daily student attendance rate of 95% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

Timeline: October 2026-2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **1) Launch a Family & Community Attendance Awareness Campaign**
Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.
- **2) Implement an Early Intervention & Support System**
Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.
- **3) Celebrate and Recognize Attendance Milestones**
Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates	•Parent contact •Sign-in sheets	•Attendance Reports •Accountability Report	•Increase student participation •Performance

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to **promote the value of daily attendance**, address barriers to attendance, and create a shared responsibility for student success.

Timeline: October 2026-2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

• **1) Family Nights:**

Host family nights focused on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.

• **2) Communication Plan:**

Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.

• **3) Attendance Ambassadors program:**

This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	•Parent contact •Sign-in sheets •ARP login	•Attendance Reports •Accountability Report	•Increase student participation •Performance

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult

education, vocational and technical education, and job training.