



Campus Improvement Plan

PSJA Early Start Pre-K School

2026-2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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OUR VISION

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

OUR MISSION

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

District Strategic Direction



Campus Executive Summary

Demographics:

The current enrollment of PSJA Early Start Pre-K School as of September 2025 is 462 students. The student population at Early Start Pre-K School consists of 98.27% Hispanic. Our students represent low socio-economic status of approximately 93.07% with 1% migrant students. 99.13% of our students are considered At-Risk.



Report view of PEIMS01 - Campus Special Pops Breakdown Matrix - Specific Date

Oct 31, 2025

Building	Building Name	All Students	Male	Male %	Female	Female %	Hispanic or Latino	Hispanic or Latino %	SPE D	SPED %	LEP	LEP %	Migrant	Migrant %	ECD	ECD %	At Risk	At Risk %
131	PSJA Early Start	462	255	55.19%	207	44.81%	454	98.27%	16	3.46%	260	56.28%	5	1.08%	430	93.07%	458	99.13%

Data Services

Report view of PEIMS01 - Campus Special Pops Breakdown Matrix - Specific Date

Approximately 3.46% of our student population receive special education services. The bilingual population is approximately 56.28% where most of the students' home language is Spanish. Most of our students live in our Tri-City Communities, Pharr, San Juan and Alamo. We currently have students who transfer into PSJA Early Start Pre-K School from various surrounding cities.

Comprehensive Needs Assessment Summary:

In 2025, PSJA Early Start Pre-K School earned an A rating with an overall score of 92. The campus earned a 90 in Student Achievement, 92 in School Progress, and 92 in Closing the Gaps, reflecting continued academic excellence and student growth.

Executive Summary Continued

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

Summary of Goals:

Focus Area 1: Effective Teaching and Learning

PSJA Early Start Pre-K School will improve foundational literacy outcomes by increasing student performance in key early literacy skills identified through the Target Improvement Plan. The campus will increase Compound Words/Palabras Compuestas proficiency from 81.5% to 86%, Alliteration proficiency from 54% to 69%, and Rhyming proficiency from 68.5% to 82% through high-quality instruction, targeted interventions, progress monitoring, and data-driven instructional practices. These efforts will ensure students develop the foundational literacy skills necessary for kindergarten readiness and long-term academic success.

Focus Area 2: Student Supports

PSJA Early Start Pre-K School will provide comprehensive student supports to improve academic achievement and attendance. The campus will increase overall student attendance from 93.23% to 94.23% while implementing targeted interventions for students performing below benchmark in literacy skills. Through ongoing progress monitoring, individualized support plans, and collaboration with families and childcare partners, students will receive the academic and attendance supports needed to accelerate growth and improve school readiness outcomes.

Focus Area 3: Leadership Growth

Campus leaders and instructional staff will strengthen their capacity to deliver effective early childhood instruction through professional learning, coaching, collaborative planning, and continuous data analysis. Leadership efforts will focus on ensuring the consistent implementation of research-based literacy practices that support growth in compound words, alliteration, and rhyming skills. By building teacher expertise and instructional effectiveness, the campus will increase student achievement and readiness for kindergarten.

Focus Area 4: Family and Community Empowerment

PSJA Early Start Pre-K School will strengthen partnerships with families and community childcare providers to support literacy development, attendance, and school readiness. Families will be actively engaged through literacy workshops, take-home learning activities, attendance awareness campaigns, and regular communication regarding student progress. These collaborative efforts will support the campus goals of increasing literacy proficiency and improving attendance while fostering a culture of shared responsibility for student success.

Campus Performance Objectives Council

Focus Area 1: Effective Teaching & Learning	
Name	Role
Yvette Mancillas	Principal
Michelle Garcia	Asst. Principal
Rena Chacon	CLL
Nallely Morales	Teacher
Laura Garcia	Teacher
Esmeralda Sandoval	Teacher
Ana Garcia	Teacher
Mayra Bugarin	Teacher
Julissa Sanchez	Parent
Focus Area 2: Student Supports	
Name	Role
Yvette Mancillas	Principal
Michelle Garcia	Asst. Principal
Rena Chacon	CLL
Anna Portillo	Teacher
Alexia Cervantes	Teacher
San Juanita Munoz	Teacher
Cynthia Pichardo	Teacher
Norma Davila	Teacher
Julissa Sanchez	Parent

Focus Area 3: Leadership Growth	
Name	Role
Yvette Mancillas	Principal
Michelle Garcia	Asst. Principal
Rena Chacon	CLL
Laura Valladares	Teacher
Natalia Alvarado	Teacher
Amy Valdes	Teacher
Irasema Neris	Teacher
Maritza Rodriguez	Teacher
Julissa Sanchez	Parent
Focus Area 4: Family & Community Empowerment	
Name	Role
Yvette Mancillas	Principal
Michelle Garcia	Asst. Principal
Rena Chacon	CLL
Cynthia Salazar	Teacher
Yazmin Diaz	Teacher
Maria Gow	Teacher
Paloma Guajardo	Teacher
Cassandra Condado	Teacher
Julissa Sanchez	Parent

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 PK LION Assessment Performance
4. 2026 PK LION Assessment Performance
5. 2026 Identification of Schools for Improvement
6. 2025 Kindergarten Readiness
7. 2024-2025 TPEIR Data
8. Age of Learning Data
9. Student Grown Measures
10. Campus/Teacher Action Plans
11. Progress Monitoring
12. PEIMS Demographics
13. Walkthroughs Data
14. Parental Involvement Data
15. T-TESS Evaluation/ Teacher Incentive Allotment
16. Technology Inventories
17. District/Campus Climate Survey Results
18. Teacher Certification
19. Professional Development Plan

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary
PSJA EARLY START (108909131) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

- This campus is paired with AIDA C ESCOBAR EL (108909113).

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement			Not Rated	0%
STAAR Performance				
College, Career and Military Readiness				
Graduation Rate				
School Progress			Not Rated	0%
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 91.1%)			Not Rated	
Closing the Gaps			Not Rated	0%

Distinction Designations

This campus is not eligible for Distinction Designations.

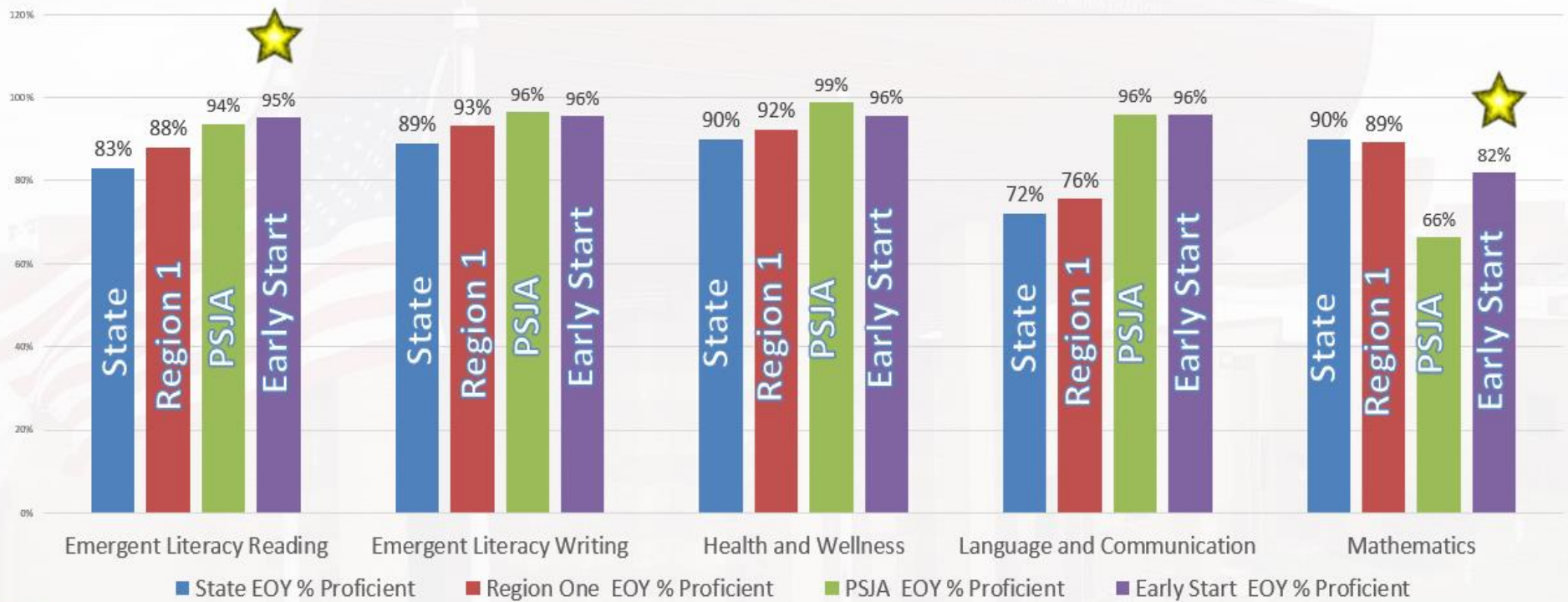
TEA | Analytics, Assessment, and Reporting | Performance Reporting

Retrieved on August 27, 2026 from [2026 PSJA Early Start Accountability Overall Rating](#).



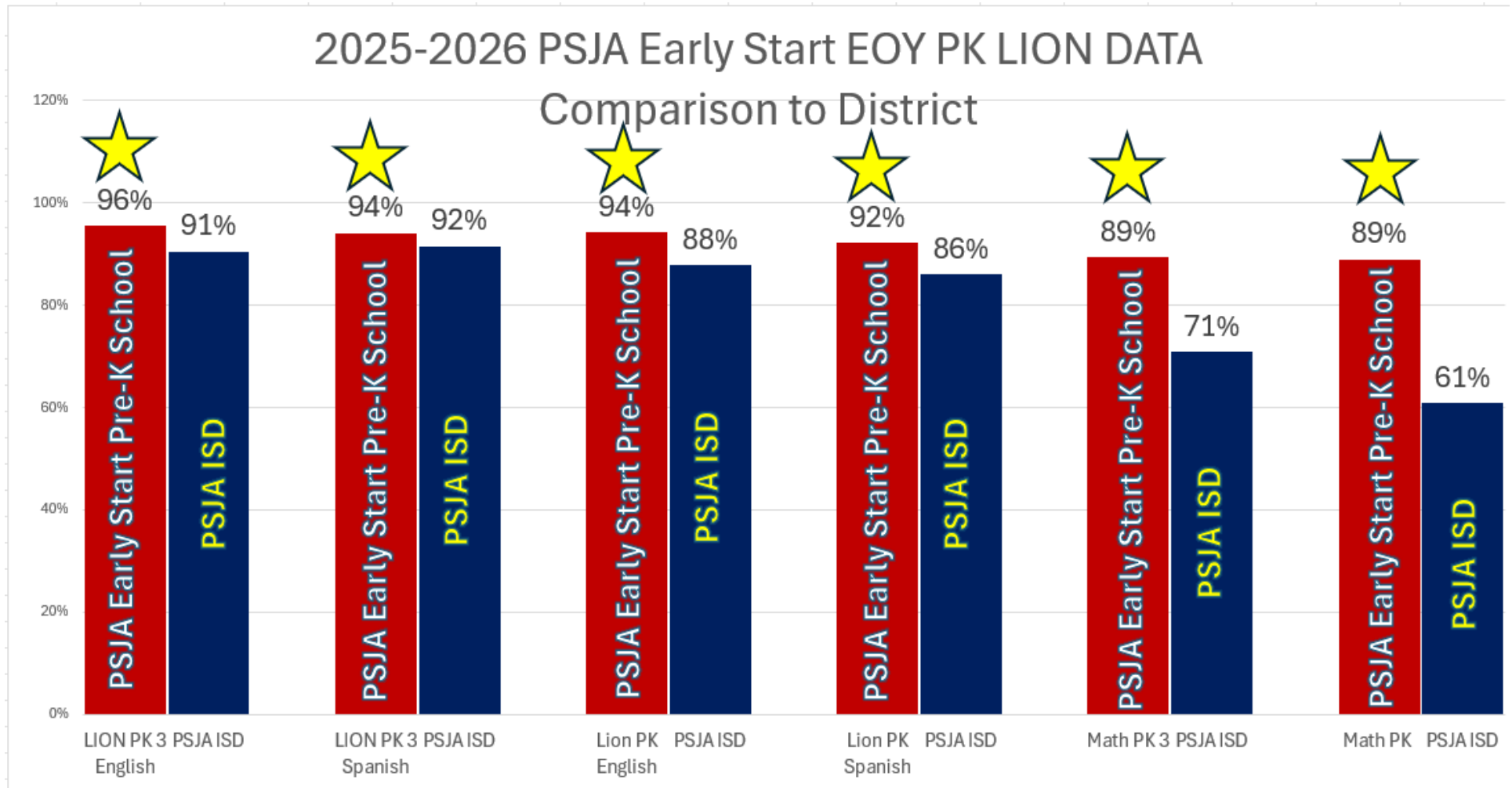
Pre-K TPEIR Comparison to State, Region, District

2024-2025 EOY % Proficient



2025-2026 PSJA Early Start EOY PK LION DATA

Comparison to District





LION ASSESSMENT ENGLISH Pre-K 3



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION PK3 English (156 Students)

Campus Data Summary										PSJA ISD	Mastered	Striving	Intervention
											90.5%	3.5%	6%
LION 2025-2026													
		BOY		MOY Goal		MOY DATA		EOY Goal		EOY Data			
Levels:		# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students
PSJA Early Start	Intervention	73	47.4%	22	15%	17	10%	7	5%	4	2.6%		
	Striving	57	37%	63	40%	23	14%	9	5%	3	1.9%		
	Mastered	23	14.9%	68	45%	117	74%	137	90%	149	95.5%	★	

+5%



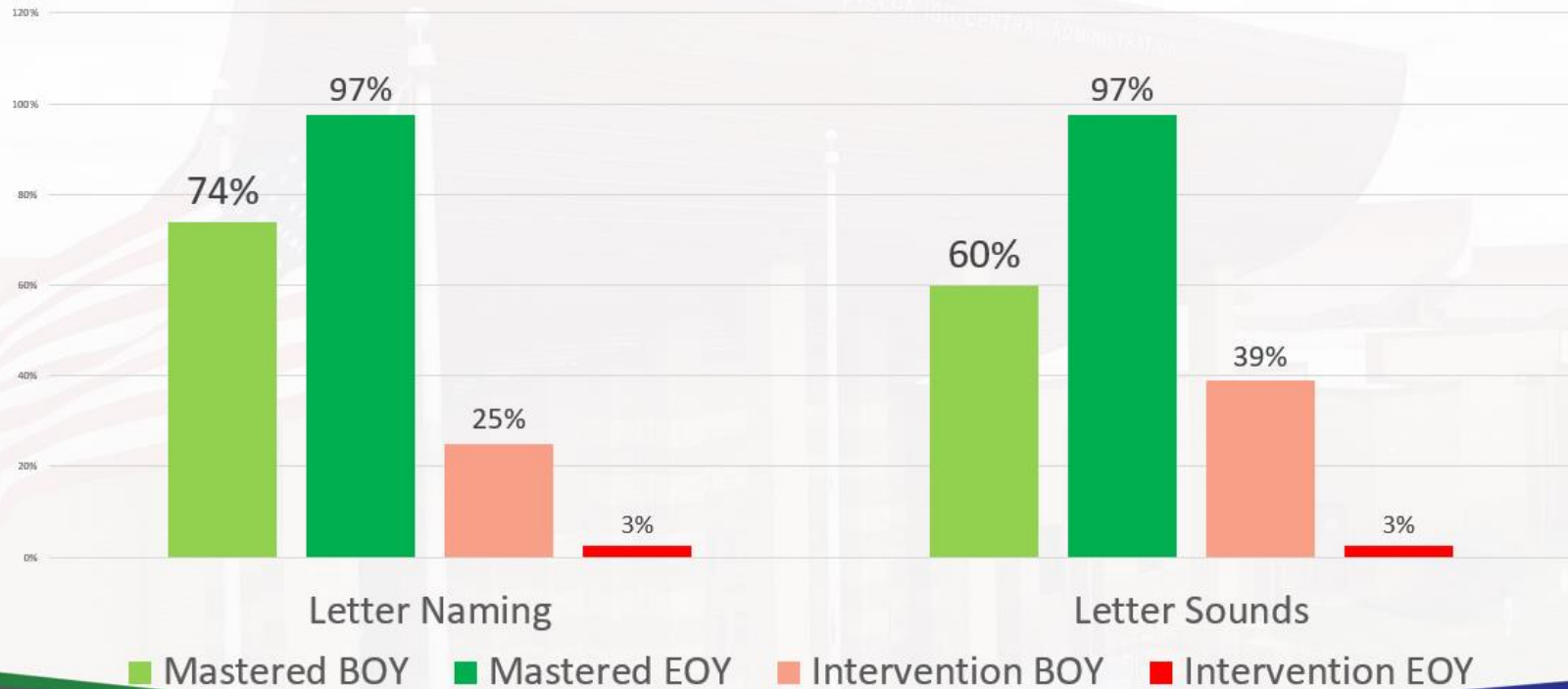
Reading Engagement, Story Comprehension, Vocabulary, Rhyming, Beginning Sound Identification, Onset-Rime Pictures, Listening, Sentence Separating, Compound Words, Syllabication, LN, LS

PK 3

BOY – EOY LION PK3 English (156 Students)



PK 3 Letter Names/Letter Sounds

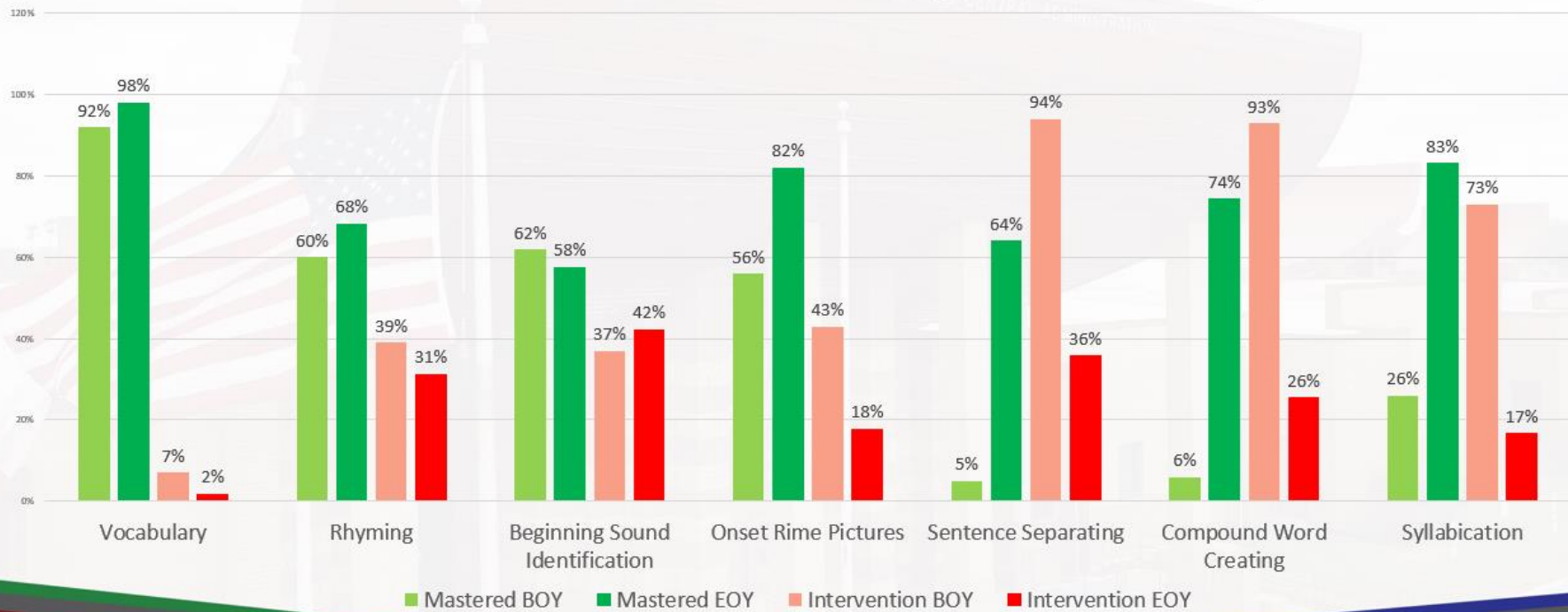


PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

BOY – EOY LION PK3 English (156 Students)



2025-2026 BOY to EOY LION PK3 English (156 Students)



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

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



LION ASSESSMENT SPANISH Pre-K 3



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

EOY LION PK3 Spanish (153 Students)



Campus Data Summary								PSJA ISD			
LION 2025-2026								Mastered	Striving	Intervention	
								91.5%	2.2%	6.4%	
		BOY		MOY Goal		MOY DATA		EOY Goal		EOY Data	
Levels:		# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students
PSJA Early Start	Intervention	100	60.6%	33	20%	19	12%	8	5%	8	5.2%
	Striving	56	33.9%	65	40%	24	15%	8	5%	1	0.7%
	Mastered	7	4.2%	65	40%	115	72%	147	90%	144	94.1%

+2.6%

★

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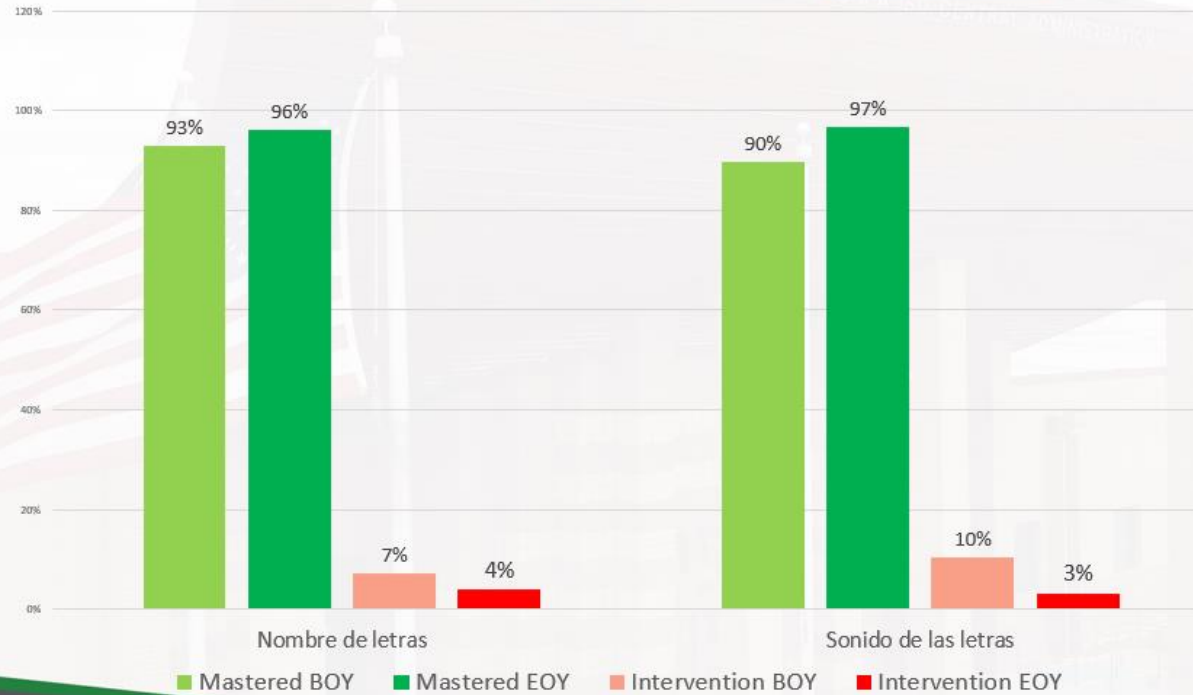
+2.6%

Reading Engagement, Story Comprehension, Vocabulary, Rhyming, Beginning Sound Identification, Onset-Rime Pictures, Listening, Sentence Separating, Compound Words, Syllabication, LN, LS

PK 3

EOY LION PK3 Spanish (153 Students)

2025-2026 PK3 Spanish Jirafa Nombre de letras/Sonidos

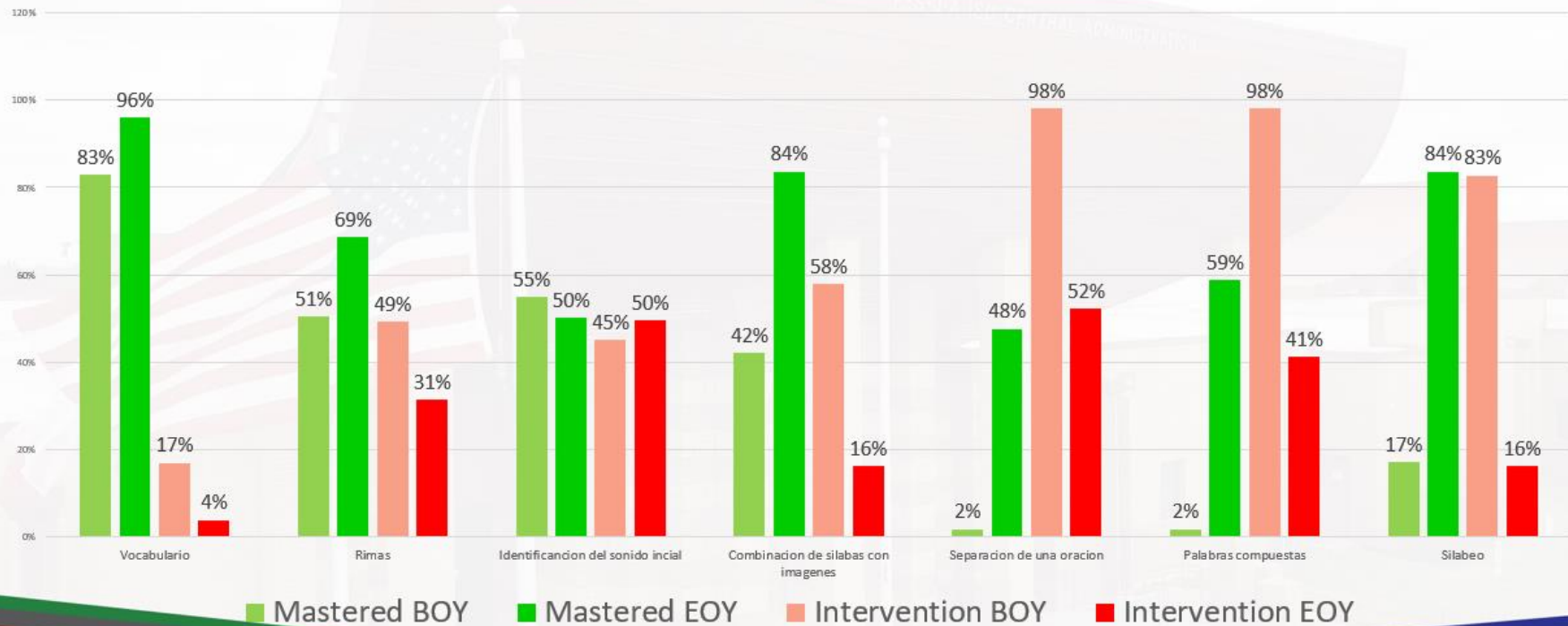


PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

EOY LION PK3 Spanish (153 Students)



PK3 Jirafa (153 Students) Conciencia fonológica



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Pre-K Assessment



LION ASSESSMENT ENGLISH Pre-K 4



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

EOY LION PK 4 English (52 Students)

Campus Data Summary

PSJA ISD	Mastered	Striving	Intervention
	87.8%	7%	5.2%

LION 2025-2026

		BOY		MOY Goal		MOY Data		EOY Goal		EOY Data	
Levels:		# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students
PSJA Early Start	Intervention	7	12%	12	20%	2	4%	3	5%	1	1.9%
	Striving	30	51.7%	23	40%	9	16%	3	5%	2	3.8%
	Mastered	20	34.5%	23	40%	45	80%	52	90%	49	94.2%

+6.4%

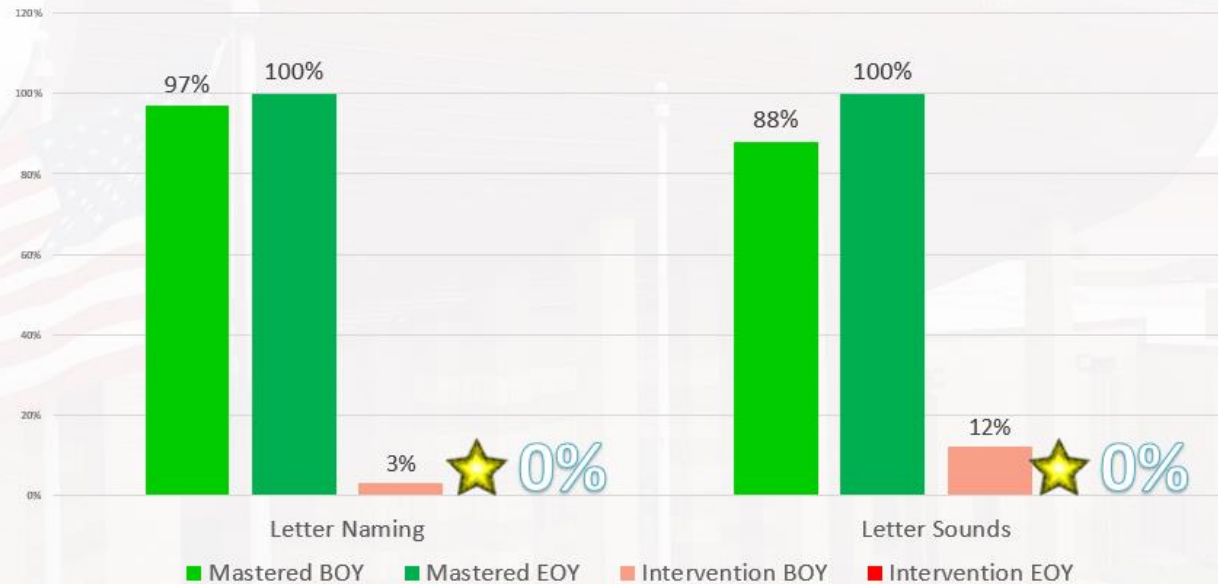


Story Comprehension, Vocabulary, Rhyming, Beginning Sound Identification, Onset-Rime Pictures, **Phoneme Blending**, Sentence Separating, Compound Words, **Syllable Blending**, **Syllable Separating**, LN, LS

EOY LION PK 4 English (52 Students)



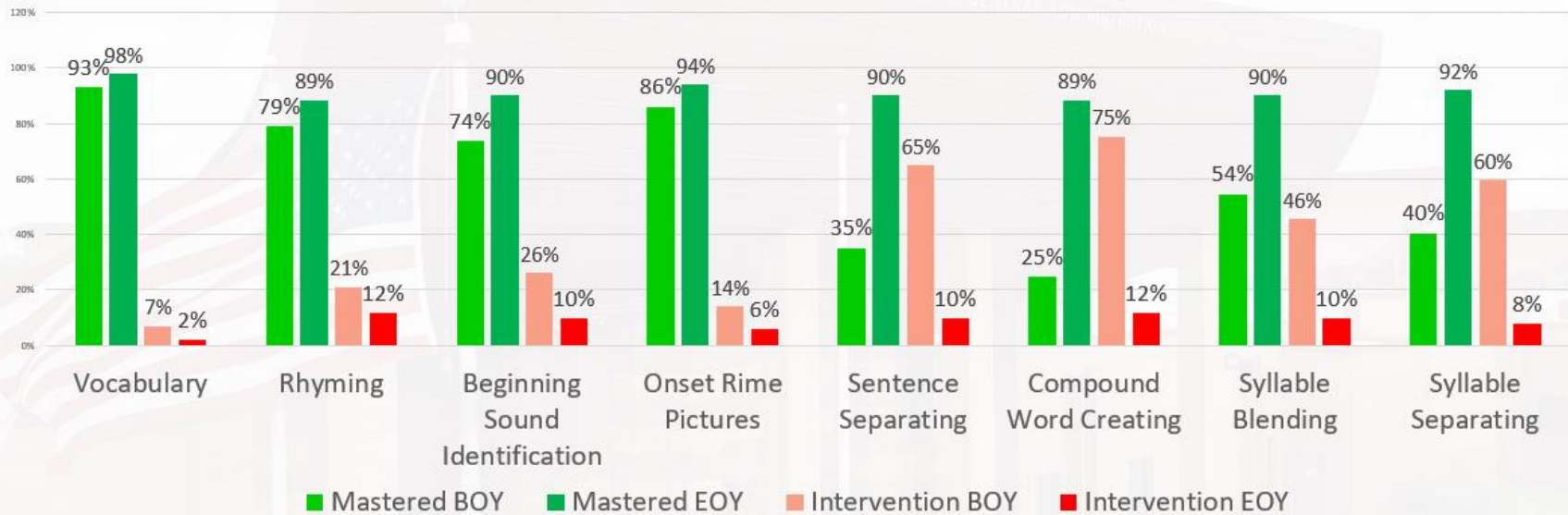
2025-2026 PK4 Giraffe (52 Students)



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

EOY LION PK 4 English (52 Students)

2025-2026 PK 4 Giraffe (52 Students)



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS



LION ASSESSMENT SPANISH Pre-K 4



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

EOY LION PK 4 Spanish (77 Students)



Campus Data Summary

PSJA ISD	Mastered	Striving	Intervention
	86%	8%	6%

LION 2025-2026

		BOY		MOY Goal		MOY Data		EOY Goal		EOY Data	
Levels:		# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students
PSJA Early Start	Intervention	16	20%	7	10%	6	8%	4	5%	4	5.2%
	Striving	41	51.3%	27	35%	7	9%	4	5%	2	2.6%
	Mastered	19	23.8%	42	55%	63	83%	68	90%	71	92.2%

+6.2%

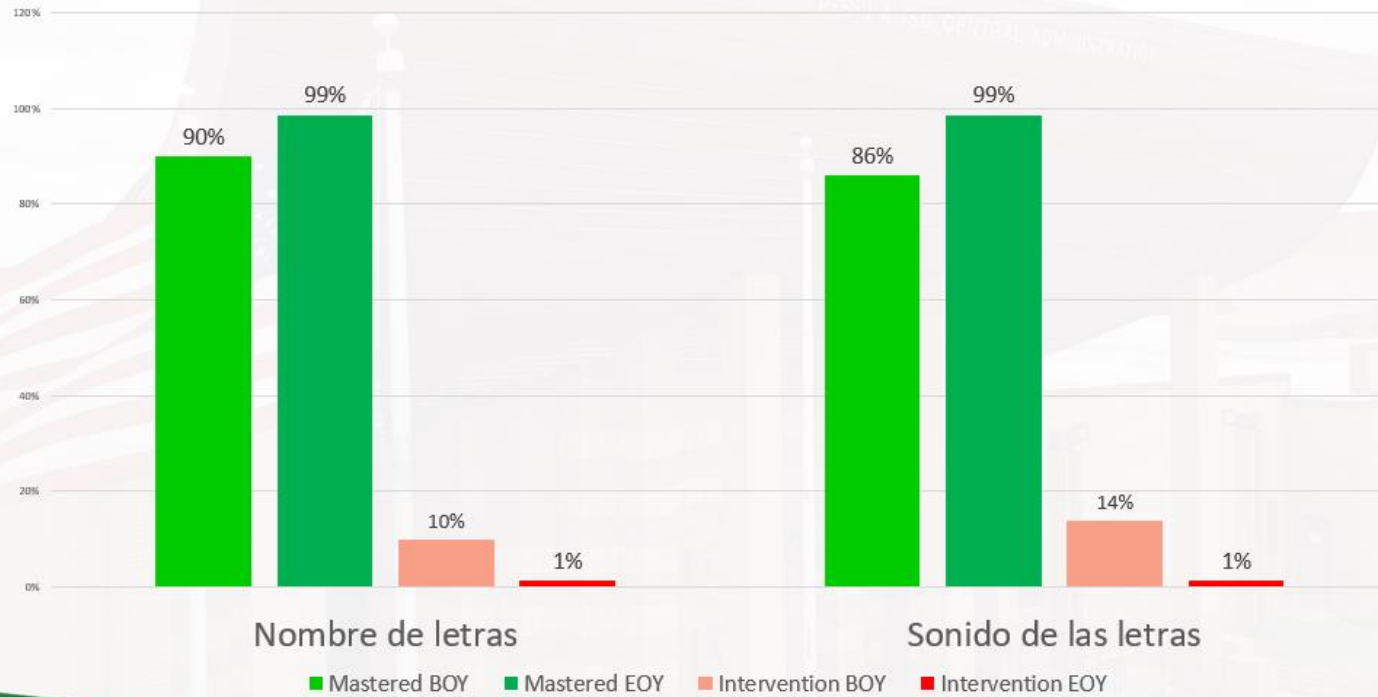


PK

LION EOY Pre-K Assessment Pre-K 4 (Spanish 77 Students)



PK 4 Jirafe Nombre de letras/Sonidos (77 Students)

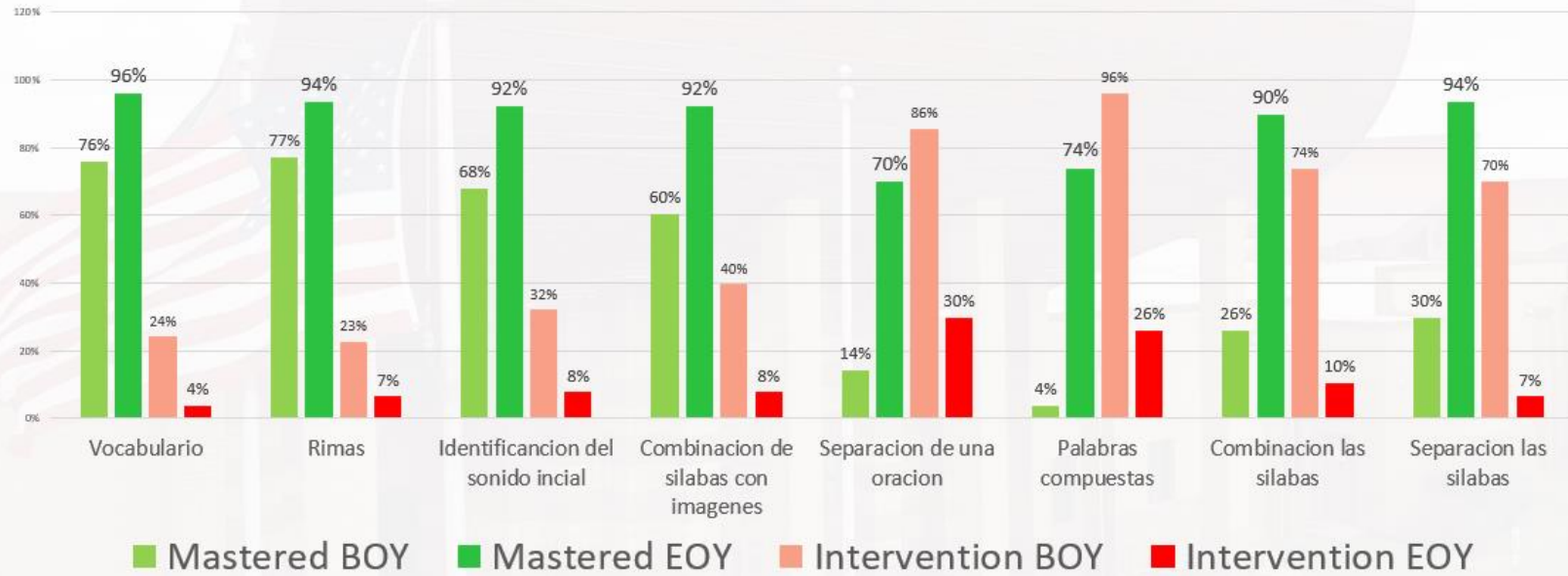


PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

LION EOY Pre-K Assessment Pre-K 4 (Spanish 77 Students)



2025-2026 PK 4 Jirafa Conciencia fonológica (77 Students)



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Pre-K Assessment



LION MATH PreK 4



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

BOY LION PK 4 Math (140 Students)



Campus Data Summary										PSJA ISD		Mastered	Striving	Intervention
LION 2025-2026												60.8%	28.8%	10.4%
		BOY		MOY Goal		MOY Data		EOY Goal		EOY Data				
Levels:		# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students			
PSJA Early Start	Intervention	14	10%	7	5%	6	4.5%	2	5%	2	1.6%			
	Striving	105	75%	77	55%	12	9.1%	14	10%	12	9.3%			
	Mastered	21	15%	56	40%	114	96.4%	119	85%	115	89.1%			

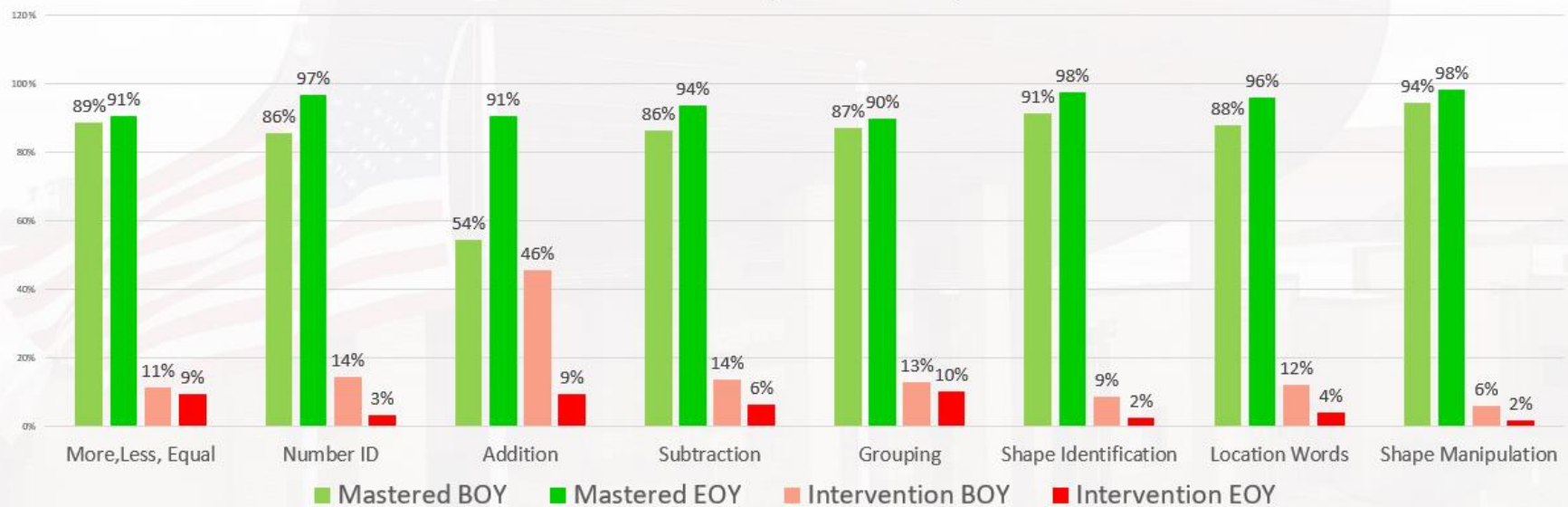
+28.3%

(More, Less, Equal), Number ID, Addition, Subtraction, **Grouping**, Shape Identification, Location Words, Shape Manipulation, Height and Length, Capacity, **Weight**, Data, Patterns, Counting Rate, **Counting Subitize**, Time, Same and Different

PK

EOY LION PK 4 Math (140 Students)

PK 4 Math (129 Students)

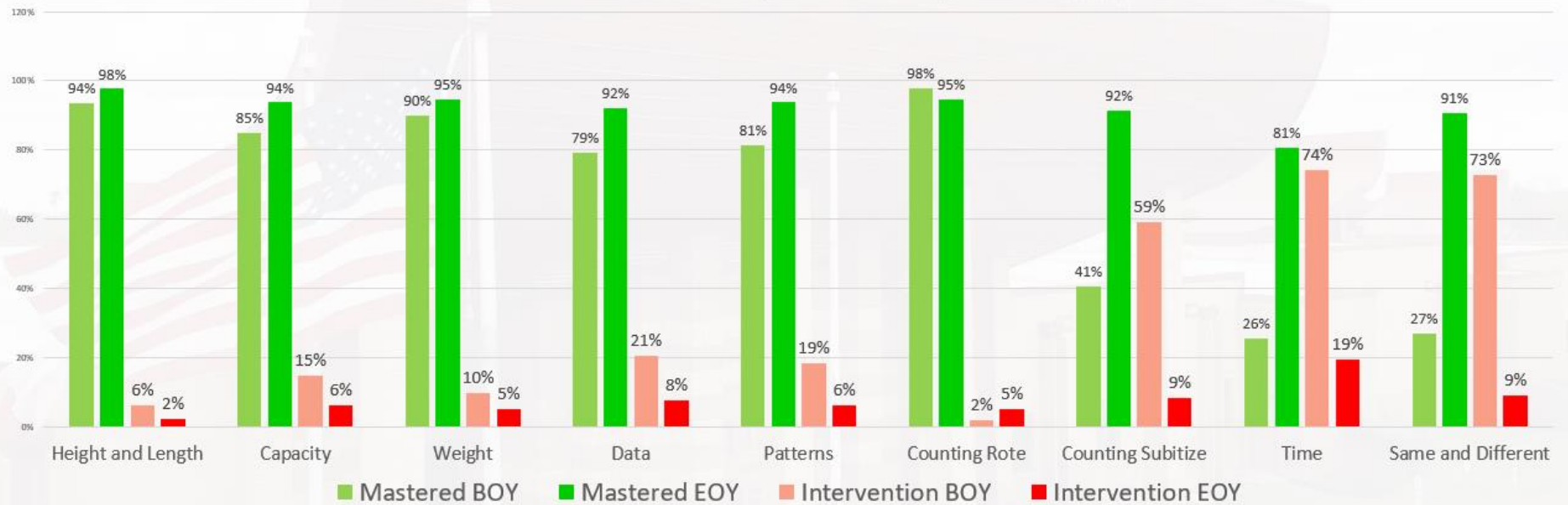


PK

EOY LION PK 4 Math (140 Students)



PK 4 Math (129 Students)



PK

Pre-K Assessment



LION MATH PreK 3



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

EOY LION PK 3 Math (320 Students)

Campus Data Summary											
LION 2025-2026											
		BOY		MOY Goal		MOY Data		EOY Goal		EOY Data	
Levels:		# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students
PSJA Early Start	Intervention	162	50%	48	15%	44	14%	16	5%	16	5.2%
	Striving	156	48.6%	144	45%	93	29%	16	5%	17	5.5%
	Mastered	2	0.6%	128	40%	181	57%	288	90%	276	89.3%

+18.5%

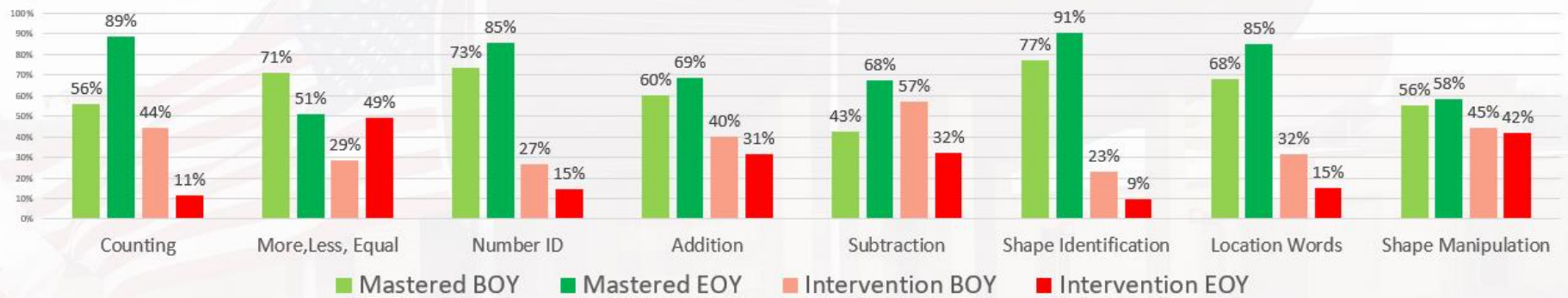


Counting, (More, Less, Equal), Number ID, Addition, Subtraction, Shape Identification, Location Words, Shape Manipulation, Height and Length, Capacity, Data, Patterns, Counting Rote, Counting Subitize, Time, Same and Different

PK 3

EOY LION PK 3 Math (320 Students)

2025-2026 PreK 3 Math EOY

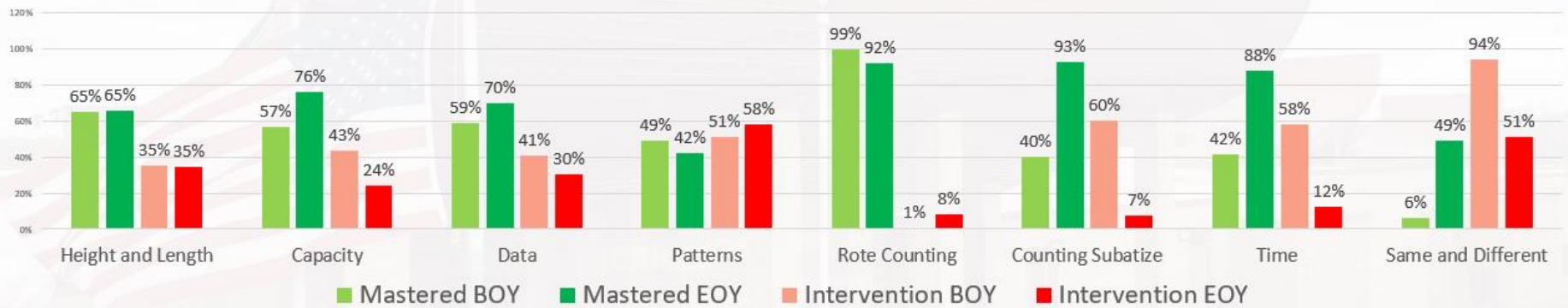


PK 3

EOY LION PK 3 Math (320 Students)



2025-2026 PreK 3 Math EOY

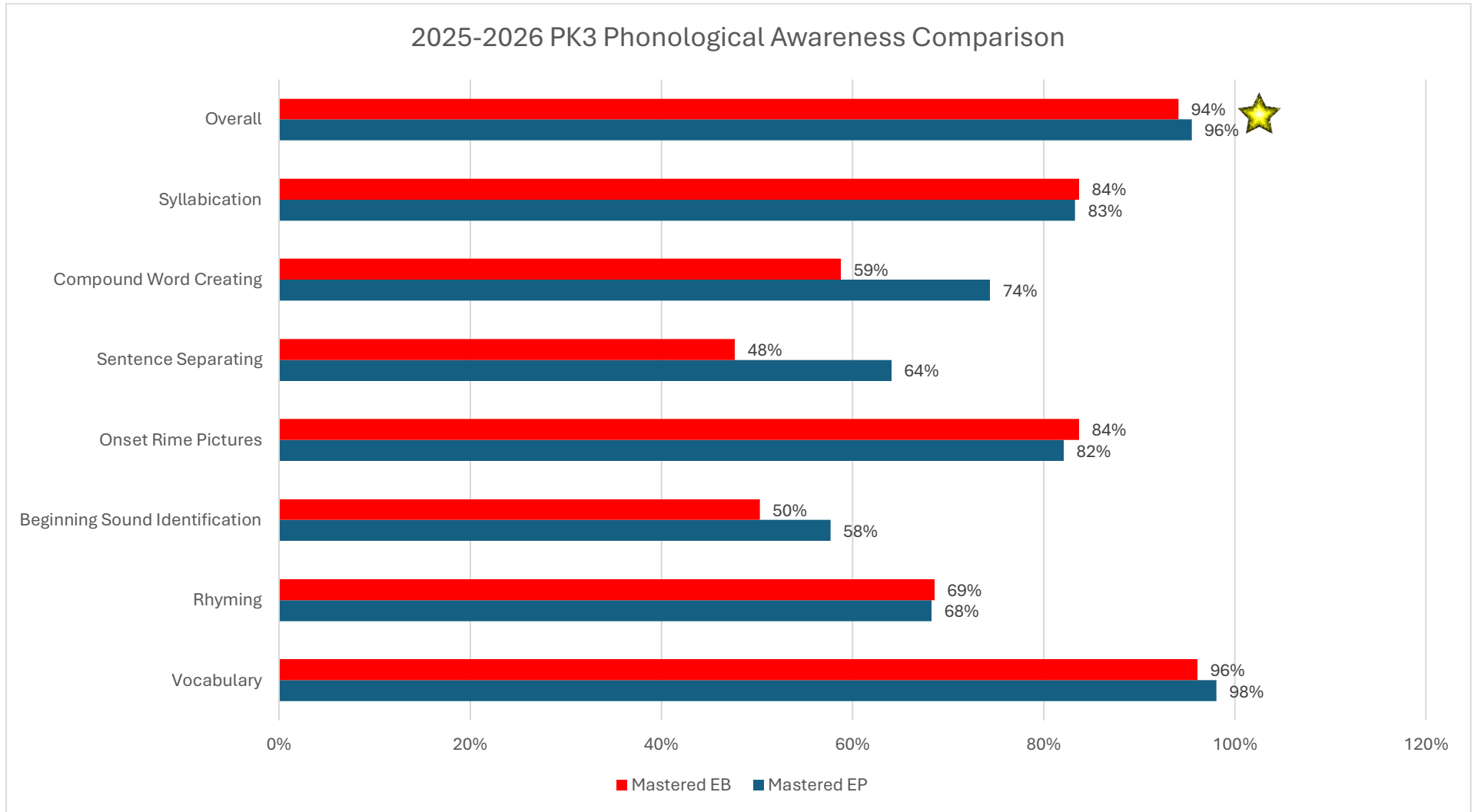


PK 3

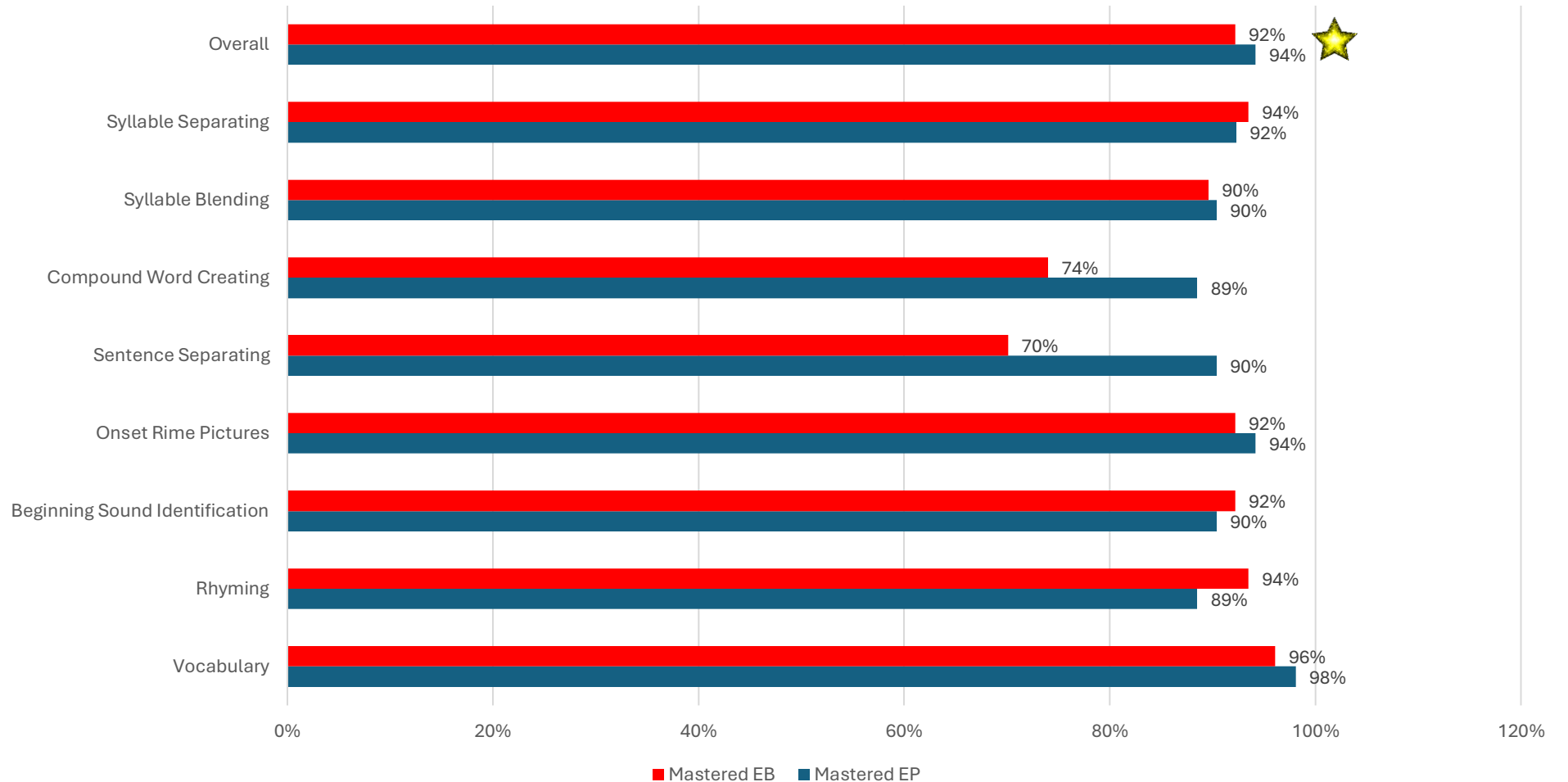
Proficiency Comparison English and Emergent Bilingual



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS



2025-2026 PK4 Phonological Awareness Comparison



Comprehensive Needs Assessment

AREA LEADS: Dr. C. Bracamontes



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

PSJA Early Start Pre-K School provides the teachers 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 Pre-K guidelines 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.
- Students demonstrate strong performance in several foundational literacy skills, particularly in **Compound Words/Palabras Compuestas**, where 81.5% of students are currently performing at the expected level.
- Teachers utilize district-approved curriculum resources and progress monitoring tools to identify student needs and adjust instruction.
- Early literacy instruction includes targeted small-group learning opportunities and developmentally appropriate instructional practices.
- Staff members are committed to improving kindergarten readiness through ongoing instructional support and intervention efforts.

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 53.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 28%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 44% 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 52%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 52 points.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- Significant gaps exist in foundational literacy skills, specifically **Alliteration (54%)** and **Rhyming (68.5%)**, indicating a need for more intensive phonological awareness instruction.
- Students entering Pre-K demonstrate varying levels of school readiness, requiring differentiated instruction and intervention.
- Consistent progress monitoring and data analysis are needed to ensure students are making adequate growth toward literacy benchmarks.
- Additional support is needed to accelerate learning for students performing below expectations and to close readiness gaps before kindergarten entry.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Early Literacy Achievement

By June 2027, PSJA Early Start Pre-K School will increase student proficiency in foundational literacy skills (compound words, alliteration, and rhyming) as measured by the LION Assessment.

OBJECTIVE 1: Increase the percentage of Pre-K 4 students On Track/Mastered in Compound Words/Palabras Compuestas from 81.5% to 86% by June 2027.

Strategy 1: Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

1. **Develop and Share a Weekly Schedule:**
Implement six-week progress monitoring cycles using LION assessment data.
2. **Assign Roles and Materials in Advance:**
Provide differentiated small-group instruction focused on compound words.
3. **Facilitate Collaborative Planning and Feedback:**
Integrate literacy technology resources (My Reading Academy/LION) to reinforce compound word development.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District Curriculum- Frog Street/Inclusion Kit LION-Tango Software SSRW Heggerty Phonemic Awareness Program Headphones Lakeshore materials-Letter Knowledge Readiness Kits Charging Stations Dry Erase board, Expo Markers, board cleaner HDMI Cables Calendar Math, Circle Time Alpha and Number Bots Student Daily Activity Booklet Photo Libraries, toner, laminating film, cardstock, Canon, HP M750, Brother 18600 Title I Estrellitas Age of Learning My Reading/Math Academy Pyramid Model	*Differentiated small-group lesson plans *Student grouping records based on LION data *My Reading Academy usage reports *Classroom walkthrough *PLC/data-review agendas and action plans * Student work samples involving compound words *District/Campus Data Reviews *Data Wall *Data Analysis Action Plans	*Increase percentage of Master students (LION) *Increase of Student Growth on Rapid Letter Fluency Progress Monitoring • Increase in Pre-K 4 students mastering compound words from 81.5% to 86% • Growth in students' ability to blend and separate compound words orally • Reduction in the number of students performing below benchmark • Increased student performance between BOY, MOY, and EOY LION assessments.	*Letter Naming Fluency Checks every 6 weeks *Progress Monitoring Assessment *SGM Assessment Pre and Post • Compound-word skill checks every six weeks • BOY, MOY, and EOY LION assessments • Teacher-created oral compound-word assessments • Review of small-group progress- monitoring data • PLC data reviews following each assessment cycle

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Early Literacy Achievement

OBJECTIVE 2

Increase the percentage of pre-K 3 students Mastered in Alliteration from 54% to 69% by June 2027.

Strategy 2: Campus Leadership Team will monitor the implementation of the curriculum at PSJA Early Start Pre-K School utilizing walkthroughs.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps

- **Create a Walkthrough Schedule and Rotation Plan:**
This will support daily interactive read-alouds emphasizing beginning sounds and alliteration.
- **Use a Standardized Walkthrough Tool:**
This will ensure implementation of sound-sorting and phonological awareness centers.
- **Debrief and Provide Timely Feedback:**
This will support our teachers to provide targeted intervention groups for students performing below benchmark.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum- Frog Street • Creative Curriculum • Lion • SSRW • Heggerty Phonemic Awareness Program • Estrellitas • Age of Learning My Reading/Math Academy • Pre-K Guidelines	• District Data Reviews • LION Reports • Fluency Progress Monitoring • Lesson Plans • Data Wall • Walkthroughs	• Increase percentage of Mastery of students (LION) • Increase of Student Growth on Rapid Vocabulary Fluency • Increase in Pre-K 3 students mastering alliteration from 54% to 69% • Improved ability to identify words with the same beginning sound • Increased participation in oral language and phonological-awareness activities • Reduction in the number of students below benchmark in alliteration	• Rapid Vocabular Fluency Checks every 6 weeks • LION Assessment • Alliteration and beginning-sound checks every six weeks • BOY, MOY, and EOY LION assessments • Teacher observation checklists • Student oral-response records

Goal Area 1: EFFECTIVE TEACHING AND LEARNING

Annual Goal 2: Foundational Reading Readiness

By June 2027, all Pre-K students will demonstrate measurable growth in phonological awareness and early literacy skills.

OBJECTIVE 1: Increase the percentage of Pre-K 3 students On Track/Mastered in Rhyming from 68.5% to 82% by June 2027.

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: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Implement Tiered Literacy Instruction Using Small Group Rotations:**
Incorporate daily rhyming activities, songs, and chants into classroom routines.
- **Develop and Schedule Daily Small Group Rotations:**
Utilize manipulatives, picture sorts, and visual supports to teach rhyming patterns.
- **Monitor Progress and Document Growth:**
Monitor student progress every six weeks and adjust instruction accordingly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District Curriculum- Frog Street Creative Curriculum LION Age of Learning Title I Estrellitas Lakeshore Materials- Letter Knowledge Readiness Kits Heggerty Phonemic Awareness Program Photo Libraries Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction Spanish Materials SSRW Estrellitas	• District/Campus Data Reviews • Letter Fluency Progress Monitoring • Lesson Plans – Dual Language Instruction -LOI • Data Wall • Tango Software • Co-Teacher Binder • Daily lesson plans containing rhyming activities • Rhyming-center schedules and materials • Student rhyming sorts and work samples • Six-week LION reports • Small-group instructional records • Walkthrough documentation • Teacher data-action plans	Increase the percentage of Mastery in LION Assessment • Improved ability to recognize and produce rhyming words • Increased phonological-awareness performance • Reduction in the number of students requiring rhyming intervention	• Rhyming recognition and production checks every six weeks • BOY, MOY, and EOY LION assessments • Teacher observation and anecdotal records • Review of student performance during literacy centers • PLC analysis following each progress-monitoring cycle

FOCUS AREA 1: Effective Teaching and Learning**Annual Goal 2: Foundational Reading Readiness****OBJECTIVE 2**

Ensure 80% of students receiving literacy interventions demonstrate growth between BOY and EOY LION assessments.

Strategy 2: Small group implementation to target students

Timeline: September 2025 – May 2026

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

Persons Responsible: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Implement Tiered Literacy Instruction Using Small Group Rotations:**
Use data-driven small-group instruction based on assessment results
- **Develop and Schedule Daily Small Group Rotations:**
This will support teachers to Implement intervention plans for students identified as needing additional support.
- **Monitor Progress and Document Growth:**
Conduct collaborative teacher data meetings after each progress monitoring cycle.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum- Frog Street • Creative Curriculum • Title 1 • Heggerty Phonemic Awareness Program-Spanish • Estrellitas • SSRW • Pyramid Model Classroom Kit • Frog Street Inclusion Kit	• District Data Reviews • LION Reports • Fluency Progress Monitoring • Lesson Plans • Dual Language Instruction – LOI lessons and activities • Data Wall • Pre-LAS Levels • Walkthroughs • Co-Teacher Binder	• Increase percentage of Mastery in LION Assessment • Increased mastery of targeted phonological-awareness skills • Reduction in the number of students performing below benchmark • Increased movement from intervention groups to on-track status	• Six-week intervention progress checks • BOY, MOY, and EOY LION assessments • Individual student growth reports • Intervention fidelity reviews • Teacher data meetings after each assessment cycle

Goal Area 2: Student Supports**Areas Reviewed:** Student Performance**Strengths**

PSJA Early Start Pre-K School provides the teachers 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.
- 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.
- The campus has established systems for monitoring student attendance and academic progress.
- Strong partnerships with childcare centers and families support student enrollment and participation.
- Intervention programs and progress monitoring tools are available to address student academic needs.
- Staff members are proactive in identifying students requiring additional academic and attendance support.

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.

- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2025 across **Approaches, Meets, and Masters** levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2025:
 - 3rd Math: 10%
 - 3rd Reading: 9%
 - 5th Science: 6%

Decline in Approaches and Meets

For example, 5th grade Reading:

- 2023: 100% App / 78% Meets / 40% Masters
- 2025: 48% App / 25% Meets / 8% Masters
- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. 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%.
- PSJA Early Start Pre-K School Campus attendance is currently 93.23%, indicating opportunities to improve daily attendance and reduce chronic absenteeism.
- Student absences negatively impact instructional continuity and mastery of foundational literacy skills.
- Some students require intensive intervention services due to skill deficits identified through progress monitoring assessments.
- Consistent family engagement is needed to reinforce attendance expectations and support student learning at home

FOCUS AREA 2: STUDENT SUPPORTS**Annual Goal 2:** Student Attendance and Engagement

By June 2027, PSJA Early Start Pre-K School will improve student attendance and reduce chronic absenteeism.

OBJECTIVE 1: Increase campus attendance from 93.23% to 94.23% by June 2027.

Strategy 1: Improve student attendance and reduce chronic absenteeism.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Conferences:**
Conduct BOY, MOY, and EOY attendance conferences with childcare partners
- **Communication:**
Implement daily parent communication regarding attendance expectations using Class Dojo, Monthly Calendars with events.
- **Create a culture that celebrates exemplary attendance:**
Recognize and celebrate students with improved and exemplary attendance every six weeks and yearly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Teachers CLL Grade Level Chairs Principal Assistant Principal PEIMS Clerk Parent Educators Nurse Secretary Child Care Directors Child Care Licensing Specialist Attendance Liaison	District Dashboard PEIMS Leaver Codes Daily Enrollment Reports Home Visit Logs –Travel • BOY, MOY, and EOY childcare-partner conference agendas • Parent communication logs • Daily and weekly attendance reports • Home-visit logs • Attendance-warning notices • Six-week recognition lists and certificates • Childcare-director meeting minutes • Individual student follow-up records	Attendance Agenda with Child Care Directors Incentives for Perfect Attendance every 6 weeks. Perfect attendance certificate every 6 weeks, and year. Perfect Attendance Poster for each classroom. • Increased number of students with improved or perfect attendance • Reduction in total student absences • Increased instructional time and student participation	Attendance Verification Reports every six weeks Yearly Enrollment Reports • Weekly attendance reviews • Six-week attendance-verification reports • BOY, MOY, and EOY attendance comparisons • Monthly campus attendance-team reviews • District dashboard monitoring

Goal Area 2: Student Supports

Annual Goal 1: Student Attendance and Engagement

OBJECTIVE 2: Reduce the number of students identified as chronically absent by 10% by June 2027.

Strategy 2: Implement Early Attendance Monitoring and Individualized Family Interventions.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Teachers, Childcare Center Directors/Staff, Attendance Personnel, Parent/Family Engagement Staff

Action Steps:

- **Monitor Attendance Weekly and Identify At-Risk Students Early:**

Review student attendance data weekly to identify patterns of absences and students at risk of becoming chronically absent. Communicate concerns with teachers and childcare partners for early intervention.

- **Collaborate with Childcare Centers and District Attendance Personnel:**

Maintain ongoing communication with childcare center staff and district attendance personnel to address attendance concerns, identify barriers, and coordinate support for students and families.

- **Monitor Progress and Follow Up:**

Review the attendance of identified students regularly to determine whether interventions are improving attendance. Adjust supports as needed with the goal of reducing chronic absenteeism by at least 10% by June 2027.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus Intervention Dashboard • Parent Notice –Friendly Letter on Truancy Prevention Measures • Offer end of Marking Period Incentives for Attendance • MOU ADA Pass Through Funding • Childcare Student Sign in Sheets • Attendance Verification Reports by 6 weeks • Campus One Drive File for Tracking Enrollment – Attendance Forms • List of New Entries/withdrawal Form from ChildCares. • Parent Educator Home Visits • Scanners for Documents • Laptops • Title I	• District Dashboard • PEIMS Leaver Codes • Dashboard • Weekly chronic-absence monitoring reports • Individual attendance intervention plans • Parent conference and communication logs • Home-visit documentation • Childcare-center collaboration records • Referrals to district or community support services • Documentation of identified barriers and corrective actions	• Increase daily attendance • Per student • Weekly chronic-absence monitoring reports • Individual attendance intervention plans • Parent conference and communication logs • Home-visit documentation • Childcare-center collaboration records • Referrals to district or community support services • Documentation of identified barriers and corrective actions	• Daily Attendance Reports • District Goal • Weekly at-risk attendance review • Monthly chronic-absence reports • Six-week student attendance comparisons • Intervention-plan progress reviews • End-of-year chronic-absence analysis

FOCUS AREA 2: STUDENT SUPPORTS

Annual Goal 2: Targeted Academic Interventions

By June 2027, students receiving academic interventions will demonstrate accelerated literacy growth.

OBJECTIVE 1: Provide targeted interventions for 100% of students performing below benchmark in literacy skills.

Strategy 1: Implement Data-Driven Targeted Literacy Interventions.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Pre-K Teachers, Childcare Partner Teachers, Instructional Support Staff, CLL

Action Steps:

- **Use LION Data to Identify and Group Students:**
Review LION assessment data to identify students performing below benchmark and group students according to specific literacy skill needs, such as phonological awareness, letter knowledge, vocabulary, and oral language.
- **Provide Targeted Literacy Interventions:**
Implement small-group or individualized literacy intervention sessions at least three times per week using developmentally appropriate, research-based activities aligned to each student's identified skill deficits.
- **Monitor Intervention Effectiveness Every Six Weeks:**
Review student progress at least every six weeks using LION data, classroom observations, and progress-monitoring measures to determine student response to intervention.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum- Frog Street-Conscious Discipline • English/Spanish • Virtual Training-Dr. Bailey Conscious Discipline • Staff Development BOY, MOY Social Emotional Checklist • SEL – Surveys Family, Staff, Student • Title I • SSRW • LION • Heggerty	• District TPEIR/Campus Data Reviews • LION Reports – Health and Wellness Checklist • Lesson Plans – Conscious Discipline Calming Strategies, Safe Place, Unite, Connect, Disengage • Commitments Ritual • Focus Wall • Data Wall • Walkthroughs • Heggerty • SSRW • LION Age of Learning My Reading/Math Academy	• Increase percentage of Mastery students in LION Assessment • One hundred percent of below-benchmark students receive documented interventions • Increased student mastery of targeted literacy skills • Reduction in students performing below benchmark • Increased student growth on LION literacy measures	• Six-week LION progress-monitoring assessments • Intervention service and attendance audits • Student-by-student growth reviews • Classroom and intervention walkthroughs • BOY, MOY, and EOY performance comparisons

FOCUS AREA 2: STUDENT SUPPORTS

Annual Goal 2: Targeted Academic Interventions

OBJECTIVE 2: Ensure 80% of intervention students meet or exceed expected growth targets by EOY.

Strategy 2: Monitor Student Progress and Adjust Interventions Based on Data.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Pre-K Teachers, Childcare Partner Teachers, Instructional Support Staff, CLL

Action Steps:

- **Maintain Progress-Monitoring Folders and Data Trackers:**

Maintain current student progress-monitoring folders and data trackers to document intervention goals, assessment results, targeted skills, and student growth throughout the year.

- **Conduct Data Review Meetings:**

Conduct teacher data review meetings after each assessment cycle to analyze student performance, identify growth trends, and determine whether students are progressing toward expected EOY targets.

- **Adjust Intervention Plans Based on Student Growth:**

Use progress-monitoring data to adjust student groupings, targeted skills, instructional strategies, and intervention frequency based on individual student needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum- Frog Street-Conscious Discipline • English/Spanish • Virtual Training-Dr. Bailey Conscious Discipline • Staff Development BOY, MOY Social Emotional Checklist • SEL – Surveys Family, Staff, Student • Title I • SSRW • LION • Heggerty	• Completed student progress-monitoring folders • Updated student data trackers • Teacher data-review meeting agendas and minutes • Individual intervention-plan revisions • Six-week LION reports • Documentation of student regrouping • Targeted intervention lesson plans and logs	• Increase percentage of Mastery students in LION Assessment • Increase of Student Growth on the Social Emotional Domain of the Assessment	• Six-week individual growth reviews • BOY, MOY, and EOY LION comparisons • Intervention-plan fidelity checks • PLC data-analysis meetings • EOY student growth-target report

GOAL AREA 3: Leadership Growth**Areas Reviewed: Instructional Leadership Capacity****Strengths**

PSJA Early Start Pre-K School provides the teachers 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.
- 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.
- Campus leadership actively supports instructional planning, professional learning, and student achievement initiatives.
- Teachers participate in collaborative planning and data discussions focused on improving student outcomes.
- Leadership maintains a focus on early childhood best practices and continuous improvement.
- Staff members demonstrate a commitment to using student data to inform instructional decisions.

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.
- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2025 across **Approaches, Meets, and Masters** levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2025:
 - 3rd Math: 10%
 - 3rd Reading: 9%
 - 5th Science: 6%

Decline in Approaches and Meets

For example, 5th grade Reading:

- 2023: 100% App / 78% Meets / 40% Masters
- 2025: 48% App / 25% Meets / 8% Masters
- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. 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%.
- Teachers need continued professional development in phonological awareness, literacy intervention, and data-driven instruction.
- Greater consistency is needed in the implementation of evidence-based instructional strategies across classrooms.
- Ongoing coaching and monitoring are necessary to ensure instructional fidelity and maximize student growth.
- Staff capacity must continue to grow in analyzing assessment data and implementing targeted interventions.

GOAL AREA 3: LEADERSHIP GROWTH

Annual Goal 1: Instructional Leadership Capacity

By June 2027, campus leaders and instructional staff will strengthen implementation of high-quality early childhood instruction.

OBJECTIVE 1: Ensure 100% of teachers participate in data-driven planning and instructional collaboration meetings.

Strategy 1: Strengthen Data-Driven Planning Through Professional Learning Communities (PLCs).

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Pre-K Teachers, Instructional Support Staff, CLL

Action Steps:

- **Facilitate Weekly PLC Meetings:**
Conduct weekly PLC meetings focused on collaborative planning, instructional practices, student progress, and identified areas of need.
- **Analyze Progress-Monitoring Data:**
Review LION and other student performance data during collaborative planning sessions to identify learning trends, strengths, and specific skill gaps.
- **Develop Data-Driven Action Plans:**
Develop instructional action plans based on identified student needs, including targeted skills, instructional strategies, student groupings, and appropriate supports.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum- Frog Street/ Title I • SSRW/ Estrellitas • Heggerty Phonemic Awareness Program - English/Spanish • Circle Activities Manual • Student Daily Activity Booklet • CIF Strategies and Protocols • Questioning Pyramid	• District/Campus Data Reviews • Fluency Progress Monitoring • Lesson Plans • Dual Language Instruction – LOI lessons and activities • Data Wall • Pre-LAS Levels • Walkthroughs • TCLC Reflections • Action Plans	• Increase percentage of Mastery students in LION Assessment of Student Growth on Letter Name/Sound Fluency, Rapid Vocabulary and Phonological Awareness. • SGM Assessment Pre and Post	• Letter Name/Sound Fluency, Vocabulary, Fluency Progress Monitoring every 6 weeks marking period • LION Assessment- Phonemic Awareness Measures

GOAL AREA 3: LEADERSHIP GROWTH

Annual Goal 1: Instructional Leadership Capacity

OBJECTIVE 2: Increase instructional fidelity in literacy interventions as evidenced through walkthrough data.

Strategy 2: Strengthen Literacy Intervention Fidelity Through Walkthroughs, Coaching, and Feedback.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Pre-K Teachers, Instructional Support Staff, CLL

Action Steps:

- **Conduct Regular Literacy-Focused Walkthroughs:**
Conduct classroom walkthroughs to observe the implementation of targeted literacy instruction and intervention strategies aligned to campus expectations.
- **Provide Timely Coaching and Feedback:**
Provide teachers with specific, actionable feedback and coaching based on walkthrough observations to strengthen instructional practices and support campus literacy goals.
- **Monitor Intervention Fidelity:**
Use observation tools and walkthrough data to monitor consistent implementation of literacy intervention strategies, including appropriate student grouping, targeted skills, and instructional practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum- Frog Street/ Title I • SSRW/ Estrellitas • Heggerty Phonemic Awareness Program- English/Spanish • Circle Activities Manual • Student Daily Activity Booklet • CIF Strategies and Protocols • Questioning Pyramid	• District/Campus Data Reviews • Fluency Progress Monitoring • Lesson Plans • Dual Language Instruction – LOI lessons and activities • Data Wall • Pre-LAS Levels • Walkthroughs • TCLC Reflections • Action Plans	• Increase percentage of Mastery students in LION Assessment of Student Growth on Letter Name/Sound Fluency, Rapid Vocabulary and Phonological Awareness. • SGM Assessment Pre and Post	• Letter Name/Sound Fluency, Vocabulary, Fluency Progress Monitoring every 6 weeks marking period • LION Assessment- Phonemic Awareness Measures

GOAL AREA 4: FAMILY AND COMMUNITY EMPOWERMENT

Areas Reviewed: Family Engagement in Student Learning

Strengths

PSJA Early Start Pre-K School provides the teachers 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.
- 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.
- Families and community childcare partners are valued stakeholders in the educational process.
- The campus provides multiple opportunities for parent communication and engagement.
- Parents demonstrate interest in supporting their children's academic success and school readiness.
- Existing partnerships with community providers help support student transitions into Pre-K programs.

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.

- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2025 across **Approaches, Meets, and Masters** levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2025:
 - 3rd Math: 10%
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Decline in Approaches and Meets

For example, 5th grade Reading:

- 2023: 100% App / 78% Meets / 40% Masters
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- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. 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%.
- Increased family participation is needed in literacy-focused activities and school events.
- Some families require additional support and resources to reinforce literacy skills at home.
- Attendance awareness and the importance of daily school participation need continued emphasis.
- Consistent two-way communication and engagement opportunities are needed to strengthen family-school partnerships and support student achievement.

GOAL AREA 4: FAMILY AND COMMUNITY EMPOWERMENT

Annual Goal 1: Family Engagement in Student Learning

By June 2027, families will actively participate in supporting student literacy development at home.

Objective 1: Increase family participation in literacy engagement activities by 20%.

Strategy 1: Strengthen Family Engagement Through Early Literacy Activities and Resources.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Pre-K Teachers, Childcare Partner Staff, Parent/Family Engagement Staff, CLL

Action Steps:

- **Host Family Literacy Engagement Events:**
Provide family literacy activities each grading period that model developmentally appropriate strategies families can use at home to strengthen early literacy skills.
- **Provide Take-Home Literacy Activities:**
Distribute simple, engaging activities and resources that families can use at home to practice targeted literacy skills, including rhyming, alliteration, and compound words.
- **Share Literacy Tips and Resources:**
Provide families with literacy tips, strategies, and learning resources through newsletters, ClassDojo, parent workshops, and other campus communication platforms.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Family literacy materials • Parent newsletters • ClassDojo • Literacy take-home kits	• Event agendas • Communication logs • Family surveys - Parent sign-in sheets	• Increased family participation • Improved home literacy support	• Parent participation data • Survey results • Event evaluations

GOAL AREA 4: FAMILY AND COMMUNITY EMPOWERMENT

Annual Goal 1: Family Engagement in Student Learning

OBJECTIVE 2: Ensure 90% of families receive and review student progress-monitoring information.

Strategy 2: Strengthen Family Communication Through Student Progress Monitoring and Conferences.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Pre-K Teachers, Childcare Partner Staff, Parent/Family Engagement Staff, CLL

Action Steps:

- **Conduct BOY, MOY, and EOY Student Conferences:**
Provide families with opportunities to review student progress, discuss strengths and areas for growth, and establish learning goals during BOY, MOY, and EOY conferences.
- **Share Progress-Monitoring Reports:**
Provide families with student progress-monitoring results after each six-week assessment cycle, highlighting progress toward literacy and developmental goals.
- **Provide Bilingual Communication:**
Communicate student progress, goals, and recommended learning supports in English and Spanish, as appropriate, to ensure information is accessible and understandable to families

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Student progress reports • Parent conference materials • LION reports	• Conference sign-in sheets • Communication logs • Parent acknowledgements	• Increased family awareness of student progress • Stronger home-school collaboration	• Conference participation rates • Parent surveys • Communication logs

GOAL AREA 4: FAMILY AND COMMUNITY EMPOWERMENT

Annual Goal 2: Community Partnerships and Attendance Awareness

By June 2027, strengthen partnerships with childcare centers and families to improve student attendance and school readiness.

OBJECTIVE 1: Conduct attendance and school-readiness meetings with 100% of childcare partners.

Strategy 1: Strengthen Childcare Partnerships Through Attendance and School-Readiness Collaboration.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Pre-K Teachers, Childcare Center Directors/Staff, Attendance Personnel, Parent/Family Engagement Staff, CLL

Action Steps:

- **Conduct Quarterly Childcare Partner Meetings:**
Schedule quarterly meetings with childcare directors to strengthen collaboration, address campus and partnership needs, and maintain consistent communication throughout the school year.
- **Provide Attendance Guidance and Enrollment Expectations:**
Review attendance procedures, enrollment expectations, and the importance of consistent attendance with childcare partners to support student participation and school readiness.
- **Review Attendance and School-Readiness Data:**
Collaboratively review attendance trends and student readiness data to identify strengths, areas of concern, and students who may benefit from additional support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Meeting agendas • Childcare partnership agreements • Attendance reports	• Meeting minutes • Sign-in sheets • Partnership documentation	• Stronger childcare partnerships • Improved school readiness collaboration	• Quarterly partnership reviews • Meeting feedback

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.

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	PSJA Early Start Pre-K School is committed to our vision: In collaboration, PSJA Early Start Pre-K School together with Local Child Care Centers are focused on building a strong early foundation vital to ALL students. The PSJA Early Start Pre-K School is committed through the concerted efforts of the principal, staff, parents, and the community to implement effective developmentally appropriate teaching strategies and offer diverse opportunities that will provide a playful, planful, and purposeful program that will promote school readiness and future academic success of ALL students. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These

	meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
Ways Parents and Families Can Get Involved	Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to, • personal phone calls • ClassDojo • Mass Messenger • personal invitations • email • the campus website • social media • other campus communication platforms. Parents are encouraged to actively participate in the planning, review, and continuous improvement of the • Campus Parent & Family Engagement Policy • School-Parent Compact, the Campus Improvement Plan • other Title I programs Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family

	partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act (ESSA).
Family Trainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Childcare Partners (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Halloween Trunk/Treat Family Night (October 2026) • District Conference Showcase (October 2026) • Special Education Parent Conference (September 2026) • Christmas Posada Family Event (December 2025) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact-Meet the Teacher (August 2026) • Campus Plan Feedback Meetings (September 2026) • Attendance Meetings-CPOC (October 2026) • Early Childhood Conference (May 2027)
Curriculum	PSJA Early Start Pre-K School utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • Pre-K Guidelines • Age of Learning • Frog street Curriculum • SSRW • Heggerty • Estrellitas • Blended Learning • Pyramid Model

Forms of Academic Assessments	PSJA Early Start Pre-K School All students participate in common formative assessments aligned to the Pre-K Guidelines to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year.			
Expected Achievement levels on academic assessments	The State’s Performance Standards can be found on this website: TPEIR 2026 PSJA Early Start Accountability Overall Rating. https://tea.texas.gov/studentassessment/testing/taar/taarperformance-standards PSJA Early Start Pre-K School tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	PSJA Early Start Pre-K School values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. PSJA Early Start Pre-K School welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	PSJA Early Start Pre-K School values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.			
School-Parent Compact	The School’s Responsibilities Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular	The Guardian’s Responsibilities Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child’s learning through ongoing dialogue, homework assistance, and active	The Student’s Responsibilities Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve	On-Going Communication To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent–Teacher conferences and

	communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Implement team-oriented sessions offering literacy strategies for all parents. Host meetings covering a variety of relevant topics,	listening. Attend parent meetings where educational and extracurricular decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks
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Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family.

This policy is also available in Spanish. (Esta política también está disponible en español.)

2025-2026 Programa de Participación de Padres y Familias (PFE)	
¿Qué es?	PSJA Early Start Pre-K School está comprometida con nuestra visión: (ESCRIBA AQUÍ LA VISIÓN DE SU ESCUELA). Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116. La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.

Reuniones de Familias	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y fortalecer a las familias, brindándoles información valiosa y promoviendo una mayor participación en la educación de sus hijos. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que la información importante sea compartida y que los padres sean reconocidos como socios fundamentales en la educación de sus hijos. Las reuniones para padres se llevan a cabo mensualmente. Durante el mes de agosto, el personal del plantel se reúne con el Educador(a) de Padres y los padres voluntarios para dialogar sobre la importancia de la familia y revisar los requisitos de Título I. En este mismo periodo, los maestros y el personal reciben información sobre la importancia de las contribuciones de los padres y las familias, así como estrategias para comunicarse y colaborar eficazmente con ellos como socios en la educación de sus hijos. En septiembre, cada plantel deberá realizar dos Reuniones Anuales de Título I, programadas en diferentes días y horarios. Los administradores del plantel y el Educador(a) de Padres trabajan en conjunto para planificar y llevar a cabo estas reuniones. El director o la persona designada por el director presentará la información requerida de Título I, mientras que el Educador(a) de Padres apoyará en la coordinación, invitación a los padres, organización, logística y documentación correspondiente.
Cómo Participar	Se invita a los padres de familia a participar como padres voluntarios completando la solicitud correspondiente y asistiendo a una orientación para voluntarios. Tanto los padres voluntarios como aquellos que no participan en el programa de voluntariado son invitados a formar parte de las capacitaciones para familias, actividades y eventos escolares que se llevan a cabo durante todo el ciclo escolar. Para mantener informadas a las familias e invitarlas a participar, el plantel utiliza diversos medios de comunicación, entre ellos: • Llamadas telefónicas personales • ClassDojo • Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales • Otras plataformas de comunicación utilizadas por la escuela Se anima a los padres a participar activamente en la planeación, revisión y mejora continua de: • La Política de Participación de los Padres y las Familias del plantel. • El Acuerdo entre la Escuela y los Padres. • El Plan de Mejoramiento Escolar. • Otros programas de Título I. La opinión de los padres es valorada y tomada en cuenta al tomar decisiones que apoyan el aprovechamiento académico de los estudiantes y fortalecen la colaboración entre la escuela y las familias. Si el Plan de Mejoramiento Escolar no es satisfactorio para los padres, sus comentarios serán documentados y enviados al distrito junto con el plan, de conformidad con la Ley Cada Estudiante Triunfa (ESSA).

Entrenamientos/ Actividades Para Familias	Mantenga solo aquellas que aplican a su plantel, elimine las que no correspondan e incluya actividades adicionales que involucren a los padres o a la comunidad. Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche de conocer al maestro/Jornada de puertas abiertas en los centros asociados de cuidado infantil (agosto de 2026 y marzo de 2027) • Conferencias entre padres y maestros (todos los niveles de grado: agosto de 2026 - mayo de 2027) • Noche familiar de Halloween "Trunk-or-Treat" (octubre de 2026) • Presentación de conferencias del distrito (octubre de 2026) • Conferencia para padres sobre educación especial (septiembre de 2026) • Evento familiar de Posada navideña (diciembre de 2025) • Reuniones del programa Título I en el plantel (septiembre de 2026) • Reuniones sobre las políticas del plantel (noviembre de 2026) • Acuerdo del plantel y evento para conocer al maestro (agosto de 2026) • Reuniones de retroalimentación sobre el plan del plantel (septiembre de 2026) • Reuniones sobre asistencia - CPOC (octubre de 2026) • Conferencia sobre la primera infancia (mayo de 2027)
Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. PSJA Early Start Pre-K School utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares • Pre-K Guidelines • Age of Learning • Frog street Curriculum • SSRW • Heggerty • Estrellitas • Blended Learning • Pyramid Model
Formas de Evaluacion	PSJA Early Start Pre-K School Todos los estudiantes participan en evaluaciones formativas comunes alineadas con la guida de aprendizaje temprana para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los

Académica	maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar.			
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: TPEIR 2026 PSJA Early Start Accountability Overall Rating. https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards PSJA Early Start Pre-K School da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.			
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. PSJA Early Start Pre-K School valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.			
Apoyo Adicional para los Padres y las Familias	PSJA Early Start Pre-K School reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela - Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad.	Las responsabilidades del guardián - Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la	Las Responsabilidades del Estudiante - Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse	Comunicación Continua Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante:

	- Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. - Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). - Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres. - Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.	- tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	- Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. - Reportes de progreso cada tres semanas. - Boletas de calificaciones cada seis semanas.
Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA! Esta política también está disponible en inglés.				