



Henry Ford

Campus Improvement Plan

2026-2027

Submitted to Board for Approval: September 28, 2026
Board Approved Date: September 28, 2026

Texas Accountability System



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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Henry Ford Elementary Vision Statement

At Henry Ford Elementary, we are committed to making a difference through positive actions, high expectations, and meaningful learning. Our top priority is ensuring every student achieves academic excellence and is prepared for college and future success. We provide a child-centered learning environment that encourages creativity, critical thinking, self-motivation, and a love of learning. Together, administrators, teachers, parents, students, and the community work as partners to help every child reach their fullest potential and achieve our shared vision for success.

Henry Ford Elementary Mission Statement

The mission of Henry Ford Elementary is to provide a safe, supportive, and inclusive learning environment that meets the diverse needs of all students. Working together with families, staff, students, and the community, we are committed to academic excellence through engaging and innovative instruction. Our goal is to help every student become a successful, confident, and well-rounded individual.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

District Strategic Direction



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Campus Executive Summary

Demographics:

Henry Ford Elementary serves students from Pharr, Texas who come from similar backgrounds and way of life. The student body at Henry Ford Elementary is majority Hispanic with the following breakdown of student population:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	586	301	285	102	242	9	579	23	569
Percent		51.37%	48.63%	17.41%	41.30%	1.54%	98.1%	3.92%	97.10%

With the district's proximity to Mexico, 41.30% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Henry Ford Elementary has been rated a "B" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a 79. In Domain II, School Progress (89), Academic Growth (83) and Relative Performance (89) with an Eco Dis at a 98%. And last, Domain III, Closing the Gaps, PSJA scored an 88.

The overall 2026 Accountability Rating for Henry Ford Elementary was a score of 88%. In grades 3-5 all tested STAAR subjects, 599 test were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Henry Ford Elementary offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified middle school teachers. Many teachers on staff possess Dual/ESL certifications, high school accredited endorsements, and master's degrees. Various courses at Name of School offer high school and dual language credits to eligible students. Students attending Name of School can participate in UIL sponsored organizations, Fine Arts, and Athletics. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Goals:

Henry Ford Elementary's goals are focused on strengthening standards-aligned instruction, accelerating student achievement, and closing identified academic gaps. The campus will continue to implement the district's Guaranteed and Viable Curriculum, aligned scope and sequence, and rigorous standards-based assessments while using timely data to identify student needs and adjust instruction.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Campus Executive Summary

Focus Area 1: Effective Teaching & Learning	
Name	Role
Gracie Mata	Administrator
Jennifer Ramos	Administrator
Denise Flores	Non-Classroom Professional
Lorena De los Santos	Non-Classroom Professional
Karla Vargas	Teacher
Margarita Garza	Teacher
Claudia Davila	Teacher
Carolyn Flores	Support Staff
Focus Area 2: Student Support	
Name	Role
Gracie Mata	Administrator
Jennifer Ramos	Administrator
Denise Flores	Non-Classroom Professional
Lorena De los Santos	Non-Classroom Professional
Karla Vargas	Teacher
Margarita Garza	Teacher
Claudia Davila	Teacher
Carolyn Flores	Support Staff

Focus Area 3: Leadership Growth	
Name	Role
Gracie Mata	Administrator
Jennifer Ramos	Administrator
Denise Flores	Non-Classroom Professional
Lorena De los Santos	Non-Classroom Professional
Karla Vargas	Teacher
Margarita Garza	Teacher
Claudia Davila	Teacher
Carolyn Flores	Support Staff
Focus Area 4: Family & Community Empowerment	
Name	Role
Gracie Mata	Administrator
Jennifer Ramos	Administrator
Denise Flores	Non-Classroom Professional
Mario Rodriguez	Community Rep.
Eva Munoz	Parent



Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2025 Kindergarten Readiness
9. PEIMS Demographics
10. Walkthroughs Data
11. T-TESS Evaluation/ Teacher Incentive Allotment
12. Technology Inventories
13. District/Campus Climate Survey Results (7 C's)
14. Teacher Certification
15. Professional Development Plan



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Campus Executive Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		88	B	
Student Achievement		79	C	0%
STAAR Performance	52	79		
College, Career and Military Readiness				
Graduation Rate				
School Progress		89	B	70%
Academic Growth	74	83	B	
Relative Performance (Eco Dis: 98.8%)		89	B	✓
Closing the Gaps	68	86	B	30%



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Identification of Schools Improvement

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	2
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	0	3	-	0
2025	-	0	-	-	-	-	-	3	0	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	3
2026	-	3	-	-	-	-	-	3	3	2	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	0	3	-	3
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	0	1
2025	-	3	-	-	-	-	-	3	3	3	3	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									3			
2025									4			
2026									0			

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Student achievement: 2026 STAAR Performance

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	237	234	81	-	552	
Approaches GL or Above	196	192	59	-	447	81%
Meets GL or Above	130	135	26	-	291	53%
Masters GL	45	61	10	-	116	21%
Total Percentage Points						155%
Component Score						52

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Student Achievement: 2026 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	81%	81%	*	100%	82%	82%	63%	*	81%	83%	62%	-	-	62%
At Meets GL Standard or Above	53%	53%	*	91%	50%	51%	37%	*	51%	61%	43%	-	-	43%
At Masters GL Standard	21%	21%	*	74%	22%	22%	12%	*	21%	21%	24%	-	-	24%
Number of Tests														
At Approaches GL Standard or Above	447	444	*	35	185	187	92	*	383	64	13	-	-	13
At Meets GL Standard or Above	291	290	*	32	113	115	54	*	244	47	9	-	-	9
At Masters GL Standard	116	116	*	26	49	50	18	*	100	16	5	-	-	5
Total Tests	552	549	*	35	225	227	146	*	475	77	21	-	-	21
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	83%	83%	*	100%	83%	83%	65%	*	84%	77%	56%	-	-	56%
At Meets GL Standard or Above	55%	55%	*	80%	49%	50%	35%	*	55%	54%	44%	-	-	44%
At Masters GL Standard	19%	19%	*	60%	17%	18%	17%	*	18%	23%	22%	-	-	22%
Number of Tests														
At Approaches GL Standard or Above	196	195	*	15	77	78	41	*	169	27	5	-	-	5
At Meets GL Standard or Above	130	129	*	12	46	47	22	*	111	19	4	-	-	4
At Masters GL Standard	45	45	*	9	16	17	11	*	37	8	2	-	-	2
Total Tests	237	236	*	15	93	94	63	*	202	35	9	-	-	9
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	82%	82%	*	100%	87%	87%	65%	*	81%	88%	78%	-	-	78%
At Meets GL Standard or Above	58%	58%	*	100%	60%	61%	42%	*	56%	71%	56%	-	-	56%
At Masters GL Standard	26%	26%	*	80%	30%	30%	11%	*	27%	21%	33%	-	-	33%
Number of Tests														
At Approaches GL Standard or Above	192	191	*	15	81	82	40	*	162	30	7	-	-	7
At Meets GL Standard or Above	135	135	*	15	56	57	26	*	111	24	5	-	-	5
At Masters GL Standard	61	61	*	12	28	28	7	*	54	7	3	-	-	3
Total Tests	234	233	*	15	93	94	62	*	200	34	9	-	-	9
Science														
Percent of Tests														
At Approaches GL Standard or Above	73%	73%	*	100%	69%	69%	52%	-	71%	88%	*	-	-	*
At Meets GL Standard or Above	32%	33%	*	100%	28%	28%	29%	-	30%	50%	*	-	-	*
At Masters GL Standard	12%	13%	*	100%	13%	13%	0%	-	12%	13%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	59	58	*	5	27	27	11	-	52	7	*	-	-	*
At Meets GL Standard or Above	26	26	*	5	11	11	6	-	22	4	*	-	-	*
At Masters GL Standard	10	10	*	5	5	5	0	-	9	1	*	-	-	*
Total Tests	81	80	*	5	39	39	21	-	73	8	*	-	-	*

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

School Progress: Academic Growth

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	225.0	1	225.00
Accelerated Learning Points Earned	36	0.25	9.00
Sum of Annual Growth plus Accelerated Learning Points			234.00
Total Tests Evaluated			315
Academic Growth Score			74

School Progress: Relative Performance

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	98.8%	52	89
College, Career, and Military Readiness			
Relative Performance			89

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	0	4	0.0	10.0%	0.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					68

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

School Progress: Closing the Gaps Continuation

	Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	55%	55%	*	80%	49%	50%	35%	*	55%	54%	44%	-	-	44%
2026 # at Meets GL Standard or Above	130	129	*	12	46	47	22	*	111	19	4	-	-	4
2026 Total Tests (Adjusted)	237	236	*	15	93	94	63	*	202	35	9	-	-	9
2025 % at Meets GL Standard or Above	49%	48%	--	84%	42%	44%	26%	--	50%	44%	--	-	--	0%
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	58%	58%	*	100%	60%	61%	42%	*	56%	71%	56%	-	-	56%
2026 # at Meets GL Standard or Above	135	135	*	15	56	57	26	*	111	24	5	-	-	5
2026 Total Tests (Adjusted)	234	233	*	15	93	94	62	*	200	34	9	-	-	9
2025 % at Meets GL Standard or Above	41%	40%	--	89%	32%	33%	25%	--	42%	39%	--	-	--	0%
Academic Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	2		3					
2026 Academic Growth Score	68%	68%	*	95%	72%	72%	48%	*	67%	73%	29%	-	-	29%
2026 Growth Points	108.00	108.00	*	9.50	46.50	47.50	19.75	*	90.50	17.50	2.00	-	-	2.00
2026 Total Tests	159	158	*	10	65	66	41	*	135	24	7	-	-	7
2025 Academic Growth Score	70%	70%	--	78%	72%	73%	40%	--	69%	73%	--	-	--	25%
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	81%	81%	*	90%	84%	84%	72%	*	79%	90%	89%	-	-	89%
2026 Growth Points	126.00	125.50	*	9.00	54.75	55.75	28.75	*	105.25	20.75	6.25	-	-	6.25
2026 Total Tests	156	155	*	10	65	66	40	*	133	23	7	-	-	7
2025 Academic Growth Score	63%	62%	--	88%	62%	63%	40%	--	61%	68%	--	-	--	0%

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

School Progress: Closing the Gaps Continuation

Student Success (Student Achievement Domain Score (STAAR Component Only))											
2026 Target	47	36	41	58	46	72	49	55	40		
Next Interim Target (2027-28 through 2031-32)	57	46	51	68	56	80	59	65	50		
Long Term Target (2037-38)	77	66	71	88	76	95	79	85	70		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 STAAR Component Score	52	-	52	*	-	-	-	-	52		
2026 % at Approaches GL Standard or Above	81%	-	81%	*	-	-	-	-	81%		
2026 % at Meets GL Standard or Above	53%	-	53%	*	-	-	-	-	53%		
2026 % at Masters GL Standard	21%	-	21%	*	-	-	-	-	21%		
2026 Total Tests	552	-	**	*	-	-	-	-	549		
2025 STAAR Component Score	42	-	43	--	-	-	-	-	42		
Total Points										9	12
School Quality (College, Career, and Military Readiness Performance)											
2026 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%		
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%		
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2025 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2025 Total Students	-	-	-	-	-	-	-	-	-		
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		

Comprehensive Needs Assessment

AREA LEADS:



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

Henry Ford Elementary provides teachers with a standards-aligned Guaranteed and Viable Curriculum, including a clearly defined scope and sequence to support effective instruction and student learning.

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.

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 2026 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 55%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 55%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 49%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 35%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 65% 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 58%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 58%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 60%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 42%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By the end of the current academic year, student achievement will improve from an average score of 79 (a C grade) to 83, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

OBJECTIVE 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 57% in June 2026 to 60% by June 2027. (demonstrating a 6% increase)

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

Action Steps:

- **Develop and Share a Weekly Schedule:**

Create a consistent calendar of internalization sessions and distribute it to all teachers at the beginning of each week.

- **Assign Roles and Materials in Advance:**

Ensure each teacher receives their assigned lesson plans and guiding materials at least 48 hours before the session to allow for adequate preparation.

- **Facilitate Collaborative Planning and Feedback:**

Use each session to collaboratively walk through lesson objectives, anticipate student misunderstandings, and provide space for peer feedback and refinement

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • HQIM Curriculum • I-Ready • State and local student data • Campus based progress monitoring system • Professional Development from district/campus personnel • Support from Region One ESC	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • DMAC/Cambium/I Ready Reports 	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By the end of the current academic year, student achievement will improve from an average score of 79 (a C grade) to 83, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

Strategy 2: 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: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Create a Walkthrough Schedule and Rotation Plan:**

Develop a weekly or bi-weekly calendar that ensures all instructional areas are observed regularly, with leadership team members rotating to provide diverse perspectives.

- **Use a Standardized Walkthrough Tool:**

Implement a consistent observation form aligned to curriculum expectations (e.g., lesson objectives, instructional strategies, student engagement) to collect meaningful data.

- **Debrief and Provide Timely Feedback:**

After each walkthrough, hold brief debrief sessions to identify trends and immediately share actionable feedback with teachers to support instructional improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • HQIM Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Internalization • T-TESS Calibration training for administration	• Walkthrough documents • Feedback forms	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BM's] • STAAR / TELPAS • Results Driven Accountability • I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By the end of the current academic year, student achievement will improve from an average score of 79 (a C grade) to 83, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

Strategy 3: Providing tiers 2 and 3 students with tutorials to enhance the learning and close the gaps

Timeline: September 2026 – May 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:

- Use Data-Driven Grouping and Scheduling
- Schedule tutorials during built-in intervention blocks, before/after school, or during Mustang Academies to minimize disruption to core instruction.
- Train and Support Intervention Staff

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 • Reading by Design • I-Ready	• Training Agenda • Collaborative Learning Community Meetings • Tutorial lesson plans • Attendance sheets	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR	• Formative assessments • Benchmarks [BMs] • STAAR / TELPAS • Results Driven Accountability • I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning Annual Goal 1: Student Achievement

OBJECTIVE 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 80% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

Strategy 1: Monitor all students' progress on a biweekly basis in the areas of Reading and Math

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:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math during Blended Learning, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • HQIM Curriculum • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions • Mustang Academies	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Student Data Folders • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Strategy 2: Monitor all student progress on a weekly basis in the areas of Reading and Math

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:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math during Blended Learning at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:** All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data; plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • District progress monitoring system	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •I-Ready Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Strategy 3: Use Progress Monitoring to Drive Goal Setting and Student Ownership

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:

- Set individual academic progress goals for every student, using STAAR progress targets as benchmarks
- Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- Hold regular student-teacher conferences to discuss growth and make adjustments to learning strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • SAVVAS/Bluebonnet Curriculum • I-Ready • State and local student data • Campus based progress monitoring system • Student trackers provided by the district.	• Instructional documents • Student Tracker folder • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Early Childhood

The percentage of all Early Literacy students that demonstrated proficiency in Kinder Readiness will increase from 58% to 78%

OBJECTIVE 1: Increase the percentage of Early Literacy students that demonstrated proficiency in Kinder Readiness from 58% to 78% 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:

- **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.).

- **Develop and Schedule Daily Small Group Rotations:**

Plan engaging, skill-focused lessons aligned to Kinder Readiness standards.

- **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 • SAVVAS Curriculum • Frog Street • Mosaico • Magnetic • Campus Progress Monitoring • Age of Learning • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• I-Ready • Progress Monitoring • Results Driven Accountability • Age of Learning • CLI Engage

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

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, Reading Coach

Action Steps:

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

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

- **Identify At-Risk Students Using Early Literacy Screeners:**

Administer baseline assessments within the first 4 weeks of school.

- **Monitor Progress and Adjust Interventions as Needed:**

Conduct progress monitoring every three weeks using quick, targeted assessments to measure student growth and identify areas for additional support.

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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Strategy 3: Engage Families Through Literacy-Focused Home Learning

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:

- **Host Monthly Family Literacy Nights:**

Organize interactive workshops where families learn simple literacy strategies

- **Distribute Literacy Take-Home Kits:**

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

- **Communicate Weekly Literacy Tips via Digital Platforms:**

Use tools like ClassDojo or social media platforms to share weekly reading tips.

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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Early Childhood

OBJECTIVE 2: By the end of the school year, 80% of early childhood students will demonstrate growth in foundational reading fluency skills — including letter naming, phonological awareness, and oral language expression — as measured by developmentally appropriate assessments.

Strategy 1: Implement Daily Phonological Awareness Activities

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:

- **Plan Weekly Skill Focus and Daily Mini-Lessons:**

Use consistent routines (e.g., “sound of the day,” chant, or interactive chart) to reinforce repetition.

- **Integrate Spiral Review into Daily Literacy Routines:**

Use a skill progression chart to guide instruction and ensure students revisit and build on prior knowledge.

- **Reinforce Skills Across Centers and Small Groups:**

Design literacy centers and small group activities that match the weekly skill focus using hands-on materials (e.g., picture sorts, matching cards, letter tiles).

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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Strategy 2: Build letter recognition and sound association through targeted instruction

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) Conduct Ongoing Letter-Sound Assessments to Group Students by Skill Level:**
Update data every 4–6 weeks to ensure instruction stays responsive to student growth.
- **2) Deliver Daily, Small Group or Individualized Letter-Sound Instruction:**
Deliver Daily, Small Group or Individualized Letter-Sound
- **3) Reinforce Letter-Sound Connections Through Literacy Centers and Play:**
Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

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 • Data Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 1: Effective Teaching and Learning

Strategy 3: Increase Oral Language Opportunities Through Interactive Read-Alouds

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) Develop oral language expression and vocabulary:**
Use open-ended questions to encourage student talk (e.g., “What do you think will happen next?”)
- **2) Plan and Conduct Daily Interactive Read-Alouds with Rich Vocabulary:**
Use expression, gestures, and visual supports to model fluent oral language and support comprehension.
- **3) Extend the Read-Aloud with Retelling and Oral Storytelling Activities:** Provide opportunities for students to create their own oral stories or endings using pictures or storyboards.

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

AREA LEADS:



GOAL AREA 2: STUDENT SUPPORTS

Areas Reviewed: Student Performance

Strengths

Henry Ford Elementary 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, 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.

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 2026 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show noticeable drops in performance from 2025 to 2026 across Approaches, Meets, and Masters levels.
- Low Masters-Level Performance
- Masters levels for SPED students in 2026:
 - o 3rd-5th Math: 30%
 - o 3rd -5th Reading: 17%
 - o 5th Science: 0%

Decline in Approaches and Meets

For example, 5th grade Science:

- o 2025: 54% App / 8% Meets / 0% Masters
- o 2026: 52% App / 29% Meets / 0% Masters
- Limited overall growth of students performing at the Approaches level and 0% of students reaching the Masters level in both years.
- The All-Student Group in Science at Meets Grade Level Standard or Above was at 32%.
- High Focus Student Group in Science at Meets Grade Level Standard or Above was at 33%.
- Emergent Bilingual Student Group in Science at Meets Grade Level Standard or Above was at 28%.
- Special Education (Current) Student Group in Science at Meets Grade Level Standard or Above was at 29%.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 2: Student Supports

Annual Goal 2: School Progress

By May 2027, Henry Ford Elementary will increase overall student progress by improving performance among special populations.

OBJECTIVE 1: Implement targeted language acquisition for English Learners (ELs), aligned with TELPAS domains and best instructional practices.

Strategy 1: Use Sentence Stems & Frames to Support Academic Language

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:

- **Embed Stems in Daily Content Objectives & Tasks:**
Display sentence stems alongside your learning objective or essential question.
- **Use Partner or Group Talk with Scaffolded Prompts:**
During collaborative activities (like Think-Pair-Share or group discussions), assign stems to guide student responses.
- **Create a Classroom Language Wall or Toolkit:**
Build an interactive display or provide student folders with categorized sentence stems (e.g., for compare/contrast, summarize, justify, analyze).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District Curriculum • I-Ready • State and local student data • Campus based progress monitoring system • Summit K-12 • District Writing TELPAS prompts • Cambium	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists • District visits from specialists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

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:

- **Pre-Teach Vocabulary with Visual Supports:**
Before introducing new content, select key academic vocabulary and pair each word with a picture, diagram, or gesture.
- **Use Realia and Hands-On Materials During Instruction:**
Bring in real objects or manipulatives related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).
- **Create Visual Word Walls or Interactive Vocabulary Journals:**
Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., "A ____ is used to ____.")

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

Goal Area 2: Student Supports

Strategy 3: Incorporate Structured Collaborative Conversations

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:

- **Establish and Teach Conversation Norms & Roles:**

Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like Speaker, Listener, Questioner, or Recorder.)

- **Use Sentence Stems and Conversation Prompts:**

Provide students with sentence starters to guide academic discussion.

- **Implement Consistent Routines like Think-Pair-Share or Socratic Circles:**

Build collaborative talk into daily instruction with routines such as:

- o Think-Pair-Share: Students think individually, share with a partner, then with the group.

- o Socratic Circles: Structured peer-led discussions around a text or topic.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • ELPS • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Summit K-12 • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 2: Student Supports

OBJECTIVE 2: Implement individualized intervention plans aligned to each student's IEP, with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

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:

- **Select and Implement Appropriate Tools Based on Goal Type and Skill Area:**

Choose reliable progress monitoring tools that directly align with each student's IEP goals in areas like reading, math, or writing

- **Establish a Biweekly or Monthly Progress Monitoring Schedule:**

Follow district schedule for administering short assessments or collecting data samples to help track growth trends, identify areas of concern early, and keep students on track toward their interim goals.

- **Record and Analyze Data to Adjust Instruction as Needed**

Document data in an organized system and review results regularly to inform instructional changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District Curriculum • I-Ready • State and local student data • Campus based progress monitoring system • Reading by Design	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

Goal Area 2: Student Supports

Strategy 2: Hold Collaborative Data Review Meetings Each Quarter

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:

- **Schedule Quarterly Meetings and Invite Key Stakeholders:**

Set dates at the beginning of the year for data review meetings and invite all relevant staff—Special Education teachers, general education teachers, interventionists, and administrators.

- **Prepare and Share Student Data in Advance:**

Compile progress monitoring data, IEP goal updates, and classroom performance records ahead of the meeting. Use a standardized template for consistency.

- **Develop and Document Action Plans Based on Data:**

During the meeting, identify students who are on track and those needing instructional adjustments. Create specific next steps and assign responsibilities.

Instruction is adjusted in a timely, targeted way, and all team members understand their roles in supporting student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum • I-Ready • Reading by Design • TPRI/Tejas Lee/CLI Engage • Summit K-12 • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 2: Student Supports

Strategy 3: Conduct Regular IEP-Driven Small Group or 1:1 Instruction

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:

- **Create an Instructional Schedule Based on Student IEP Service Minutes:**

Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.

- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:** Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)

- **Track Student Participation and Progress After Each Session:**

Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum/ELPS • I-Ready • State and local student data • Campus based progress monitoring system • Reading by Design • SuccessEd program • Professional development on tier 2/3 instruction • MTSS	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Student Growth • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

Campus Overall Summary



GOAL AREA 3: LEADERSHIP GROWTH

Areas Reviewed: Student Performance

Strengths

Henry Ford Elementary 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, 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.

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 2026 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show slow progression in performance from 2025 to 2026 across Approaches, Meets, and Masters levels.
- Low Masters-Level Performance
- Masters levels for SPED students in 2026:
 - o 3rd-5th Math: 11%
 - o 3rd-5th Reading: 17%
 - o 5th Science: 0%

Science performance has remained stagnant

For example, 5th grade Science:

- o 2025: 54% App / 8% Meets / 0% Masters
- o 2026: 52% App / 29% Meets / 0% Masters
- Limited overall growth of students performing at the Approaches level and 0% of students reaching the Masters level in both years.
- The All-Student Group in Science at Meets Grade Level Standard or Above was at 32%.
- High Focus Student Group in Science at Meets Grade Level Standard or Above was at 33%.
- Emergent Bilingual Student Group in Science at Meets Grade Level Standard or Above was at 28%.
- Special Education (Current) Student Group in Science at Meets Grade Level Standard or Above was at 29%.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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 internalization 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: 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:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum • I-Ready • State and local student data • Campus based progress monitoring system • District lesson internalization templates • Google drive folders • Technology tool to revise, create, and edit lesson plans	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists • annotated lesson plans using technology	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • progress and report cards	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic • TPRI/Tejas Lee

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2026 – May 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:

- Establish dedicated CLC (Collaborative Learning Community) or common planning time for teams to collaborate on lesson planning. Provide diverse perspectives.
- Assign an **instructional coach or team leads** to review, support, and provide feedback before plans are submitted.
- Use these sessions to align on pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Lesson Internalization • Feedback Forms •Lesson Plans Checklist •Annotated lesson plans using technology •ELPS •SIOP practices	•Walkthrough documents •Lesson Internalization	•BM1 and BM2 scores show increases in student achievement and student performance growth •I-Ready reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3: Leadership Growth

Strategy 3: Monitor and Provide Timely Feedback

Timeline: September 2026 – May 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:

- Create a system for weekly review of submitted plans using a simple rubric or checklist.
- Provide timely feedback (within 48 hours), highlighting strengths and suggesting improvements.
- 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
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • I-Ready reports • Lesson Internalization Checklist • ELPS	• Training Agenda • Collaborative Learning Community Meetings • Lesson Internalization	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/TELPAS	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3: Leadership Growth

OBJECTIVE 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by May 2027.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

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:

- Analyze evaluation trends (e.g., T-TESS domains) to identify common areas of growth across staff.
- Create personalized professional development plans aligned to evaluation feedback.
- Offer coaching cycles, model lessons, and peer observations tied to growth areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum • T-TESS rubric • State and local student data • Campus based progress monitoring system • Campus instructional rounds • TXCEE TEAMS	• T-TESS Teacher conferences • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists • peer to peer observations	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • I-Ready Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring

Timeline: September 2026 – May 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:

- Use evaluation system data to identify traits and competencies of high-performing teachers.
- Design interview protocols that assess those same competencies.
- Involve high-performing teachers in the recruitment process to attract quality candidates and build leadership.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Feedback Forms •Summative Evaluations/Artifacts •TIA designated teachers •On going professional development	•Walkthrough documents • Peer to peer observations • Summative evaluations	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •I-Ready Diagnostic

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2026 – May 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:

- Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).
- Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).
- Conduct mid-year check-ins to discuss evaluation progress and career development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • TIA designated teachers • Recognition of Teacher • TEEMS platform for evaluations • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings • Shout out weekly newsletter	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready Diagnostic

Campus Overall Summary



GOAL AREA 3: LEADERSHIP GROWTH

Areas Reviewed: Student Performance

Strengths

Henry Ford Elementary 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, 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.

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 2026 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show slow progression in performance from 2025 to 2026 across Approaches, Meets, and Masters levels.
- Low Masters-Level Performance
- Masters levels for SPED students in 2026:
 - o 3rd-5th Math: 11%
 - o 3rd-5th Reading: 17%
 - o 5th Science: 0%

Decline in Approaches and Meets

For example, 5th grade Science:

- o 2025: 54% App / 8% Meets / 0% Masters
- o 2026: 52% App / 29% Meets / 0% Masters
- Limited overall growth of students performing at the Approaches level and 0% of students reaching the Masters level in both years.
- The All-Student Group in Science at Meets Grade Level Standard or Above was at 32%.
- High Focus Student Group in Science at Meets Grade Level Standard or Above was at 33%.
- Emergent Bilingual Student Group in Science at Meets Grade Level Standard or Above was at 28%.
- Special Education (Current) Student Group in Science at Meets Grade Level Standard or Above was at 29%.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child's school will increase by 30%.

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: 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, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **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)

- **Collaboration with Staff and Community Partners:**

Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.

- **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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 4: Family Community

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

Timeline: September 2026 – May 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:

- **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.

- **Schedule and Promote Monthly Parent Workshops:**

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

- **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 • 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

Strategy 3: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

Timeline: September 2026 – May 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:

- **Plan Culturally Inclusive 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.

- **Showcase Student Talent and Cultural Expression:**

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

- **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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2026–2027 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: 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, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Launch a Family & Community Attendance Awareness Campaign**

Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.

- **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.

- **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 • Classroom certificates • Incentives • Student certificates • ARP program • Parent Meetings	• Parent contact • Sign-in sheets • ARP login • Photos of meetings	• Attendance Reports • Accountability Report	• Increase student participation • Student Performance

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 4: Family Community

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: September 2026 – May 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:

- **Family Nights:**

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

- **Communication Plan:**

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

- **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 • Classroom certificates • Incentives • Student Certificates • ARP program • Parent meetings	• Parent contact • Sign-in sheets • ARP login • Photos of Meetings	• Attendance Reports • Accountability Report	• Increase student participation • Performance

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2026 – May 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:

- **Attendance Data Tracking:**

Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.

- **Weekly data:**

Review attendance data weekly to flag students below 95%.

- **Intervention Plans:**

Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking • Classroom certificates • Incentives • Student Certificates • ARP program • Parent meetings	•Parent contact •Sign-in sheets •ARP login •Attendance •Photos of Meetings	•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 Staterun 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.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	Henry Ford Elementary is committed to our vision: Making a difference through positive actions, high expectations, and meaningful learning. Our top priority is ensuring every student achieves academic excellence and is prepared for college and future success. 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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

	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/ flyers • 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).

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Family Trainings/ Activities	Family engagement training provides 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 Elementary and Secondary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2025-May 2026) • Curriculum Night (September 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • National Parent Involvement Day (November 2026) • Special Education Parent Conference (September 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027) • Title I Campus Meetings (September 2026) • Campus Compact Meetings (February 2027) • Attendance Meetings (October 2026) • Understanding Assessment Meetings (January 2027)
Curriculum	Henry Ford Elementary utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • YXL • Beanstack • SAVVAS • Age of Learning • I-Ready • Blended Learning • Bluebonnet • Magnetic/ Mosaico •

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Forms of Academic Assessments	Henry Ford Elementary: All students participate in common formative assessments aligned to the TEKS Resource System 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. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Henry Ford Elementary 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	Henry Ford Elementary 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. Henry Ford welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Henry Ford Elementary 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	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	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 communication with the school regarding their child's academic progress.	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 listening. Attend parent meetings where educational and extracurricular	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 academically and personally. Work collaboratively with others to enhance learning	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 phone calls Monthly parent meetings, trainings, literacy classes, and

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

	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,	decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks
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.)				

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2025-2026 Programa de Participación de Padres y Familias (PFE)

¿Qué es?	Henry Ford Elementary está comprometida con nuestra visión: Marcamos la diferencia mediante acciones positivas, altas expectativas y un aprendizaje significativo. Nuestra máxima prioridad es garantizar que cada estudiante alcance la excelencia académica y esté preparado para la universidad y el éxito futuro. 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.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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).

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Entrenamientos/ Actividades Para Familias	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 para Conocer al Maestro / Casa Abierta en escuelas primarias y secundarias (agosto de 2026 y marzo de 2027). • Conferencias entre Padres y Maestros (todos los niveles escolares, de agosto de 2026 a mayo de 2027). • Reuniones sobre el Currículo (septiembre de 2026). • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2026). • Desfile del Listón Rojo (octubre de 2026). • Exposición Distrital de Programas (octubre de 2026). • Día Nacional de la Participación de los Padres (noviembre de 2026). • Conferencia para Padres de Educación Especial (septiembre de 2026). • Cafecitos con los Consejeros Escolares (septiembre de 2026 a mayo de 2027). • Posada Navideña Familiar (diciembre de 2026). • Reuniones del Consejo Consultivo del Distrito para Oficiales de Padres de todos los planteles (octubre y diciembre de 2025, y marzo de 2026). • Reuniones de Título I del Plantel (septiembre de 2026). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2027). • Reuniones sobre el Currículo (diciembre de 2025). • Reuniones para Comprender las Evaluaciones Académicas (enero de 2027)
Currículo	Henry Ford Elementary utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Age of Learning • Carnegie • YXL • Beanstack • SAVVAS • Magnetic /Mosaico • Blended Learning • I-Ready

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Formas de Evaluación Académica	Henry Ford Elementary: Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.			
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Henry Ford Elementary 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. Henry Ford Elementary 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	Henry Ford Elementary 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. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización.	Las responsabilidades del guardián - Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas	Las Responsabilidades del Estudiante - Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por	Comunicación Continua Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

	- 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.	- y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- 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.	- 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.				