



Campus Improvement Plan

PSJA ECHS

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



“A” RATED DISTRICT

PSJA School Board

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Vision

At PSJA Early College High School, we foster a diverse environment where every student is empowered to pursue their educational aspirations and inspired to contribute to our community and world-wide society through our continued tradition of excellence.

Mission

As educational stewards, PSJA Early College High School is constantly adapting to meet our students' needs and ensuring they have the necessary resources, as well as relevant and high-quality instruction to reach their educational goals while instilling pride and ethics.

District Strategic Direction



Campus Executive Summary

Demographics: PSJA Early College High School serves a diverse student population with a strong commitment to ensuring equitable access to rigorous academic opportunities and post-secondary pathways.

Total Population:

Ethnicity

Hispanic: 99.1%

White: 0.6%

African American: 0.1%

Asian: 0.1%

Student Populations

Economically Disadvantaged: 93.7%

Special Education: 9.6%

Emergent Bilingual: 29.8%

The demographic profile of PSJA Early College High School highlights the importance of maintaining equitable instructional practices and targeted support systems. With a high percentage of economically disadvantaged students, as well as significant populations of Emergent Bilingual students and students receiving Special Education services, the campus remains committed to providing rigorous instruction, targeted interventions, and meaningful opportunities for every student to achieve academic and postsecondary success.

Comprehensive Needs Assessment:

PSJA Early College High School is committed to ensuring that every student graduates prepared for college, career, and life success through rigorous instruction, early college opportunities, targeted academic support, and a commitment to equity. An analysis of the 2026 TEA Accountability data across Domains 1–3 demonstrates that PSJA ECHS continues to perform at a high level while identifying strategic opportunities to strengthen academic acceleration and close achievement gaps among student populations.

Curriculum and Instruction and Assessment:

PSJA Early College High School recognizes teachers as critical participants in the development, implementation, and evaluation of the instructional program. Teachers regularly collect, analyze, and utilize multiple sources of student performance data, including:

- STAAR and End-of-Course Assessments
- Common Formative Assessments
- Benchmark Assessments
- Classroom Assessments
- Student Work Samples
- Observations
- End-of-Unit Assessments

- TELPAS Data
- Progress Monitoring Data
- College Readiness Assessments

Teachers collaborate within Professional Learning Communities and content-area teams to analyze data, identify student learning gaps, evaluate instructional effectiveness, and develop responsive instructional plans.

Campus Performance Objectives Council

Focus Area 1: Effective Teaching & Learning	
Name	Role
Alejandra Villanueva	Teacher
Emily Ramos	Teacher
Andrea Rivas	Teacher
Jessica Maldonado	Teacher
Eric Garcia	Teacher
Evan Curtis	Teacher
Fernando Oviedo	Teacher
Focus Area 2: Student Supports	
Name	Role
Ruben Lopez	Teacher
Luis De Luna	Teacher
Migdaly Castaneda	Teacher
Daisy Garcia	Teacher
Alma Ozuna	Teacher

Focus Area 3: Leadership Growth	
Name	Role
Dr. Rowdy Vela	Principal
Juanita Balderaz	Dean
Jesus Reyna	P-Tech Director
Alma De la Rosa	Asst. Principal
Ofelia Pena	Asst. Principal
Focus Area 4: Family & Community Empowerment	
Name	Role
Karina Duran	CLL
Jaclyn Benavidez	Teacher
Albert Garcia	Teacher

Data Sources

• Improvement Planning Data ○ District goals ○ Campus Performance Objectives Summative Review from previous year ○ Current and/or prior year(s) campus and/or district improvement plans ○ Campus and/or district planning and decision-making committee(s) meeting data ○ State and federal planning requirements • Accountability Data ○ Texas Academic Performance Report (TAPR) data ○ Student Achievement Domain ○ Student Progress Domain ○ Closing the Gaps Domain ○ Accountability Distinction Designations ○ Federal Report Card Data ○ RDA (formally PBMAS) data • Student Data: Assessments ○ State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information) ○ State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions ○ STAAR Released Test Questions ○ Texas English Language Proficiency Assessment System (TELPAS) results ○ Student Success Initiative (SSI) data for Grades 5 and 8 ○ SSI: I-station Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license) ○ SSI: Imagine Math assessment data for Grades 3-8 ○ Local benchmark or common assessments data ○ Running Records results ○ Observation Survey results ○ I-station Indicators of Progress (ISIP) reading assessment data for Grades PK-2 ○ Texas approved Prekindergarten and Kindergarten assessment data • Student Data: Student Groups ○ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups ○ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group ○ Economically disadvantaged / non-economically disadvantaged performance and participation data ○ Special education/non-special education population including discipline, progress and participation data ○ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data ○ EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data ○ STEM/STEAM data ○ Dyslexia Data	• Student Data: Behavior and Other Indicators ○ Attendance data ○ Mobility rate, including longitudinal data ○ Discipline records ○ Tobacco, alcohol, and other drug-use data • Employee Data ○ Campus learning communities (CLC) data ○ Staff surveys and/or other feedback ○ Teacher/Student Ratio ○ State certified and high-quality staff data ○ Campus leadership data ○ Campus department and/or faculty meeting discussions and data ○ Professional development needs assessment data ○ Evaluation(s) of professional development implementation and impact ○ T-TESS data • Parent/Community Data ○ Parent surveys and/or other feedback ○ Parent engagement rate ○ Community surveys and/or other feedback • Support Systems and Other Data ○ Organizational structure data ○ Processes and procedures for teaching and learning, including program implementation ○ Communications data ○ Capacity and resources data ○ Budgets/entitlements and expenditures data ○ Study of best practices
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Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary PSJA EARLY COLLEGE H S (108909001) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		90	A	0%
STAAR Performance	56	85		
College, Career and Military Readiness	91	93		
Graduation Rate	99.2	95		
School Progress		92	A	70%
Academic Growth	81	86	B	
Relative Performance (Eco Dis: 94.2%)		92	A	✓
Closing the Gaps	83	93	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



TEA | Analytics, Assessment, and Reporting | Performance Reporting

Retrieved on August 31, 2026 from <https://txschools.gov/?view=school&id=108909001&tab=performance|accountability&lng=en>

Identification of Schools Improvement

Texas Education Agency

2026 Identification of Schools for Improvement
PSJA EARLY COLLEGE HS (108909001) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

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	-	3
2025	-	3	-	-	-	-	-	3	3	3	0	3
2026	-	3	-	-	-	-	-	3	3	3	4	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Graduation (Federal Graduation Rate)												
2024	-	3	-	-	-	-	-	3	3	3		
2025	-	3	-	-	-	-	-	3	3	3		
2026	-	4	-	-	-	-	-	4	4	3		
School Quality (College, Career, and Military Readiness Performance)												
2024	-	3	-	-	-	-	-	4	3	3	-	3
2025	-	3	-	-	-	-	-	4	4	3	-	3
2026	-	4	-	-	-	-	-	4	4	4	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									3			

+ Ever HS EBs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

† As of 2026, this group includes students who have received special education services in the preceding school year but not the current school year.

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance
PSJA EARLY COLLEGE H S (108909001) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,337	610	585	566	3,098	
Approaches GL or Above	1,013	544	547	529	2,633	85%
Meets GL or Above	769	376	395	318	1,858	60%
Masters GL	154	225	171	124	674	22%
Total Percentage Points						167%
Component Score						56

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	85%	84%	94%	98%	73%	79%	68%	93%	86%	79%	68%	*	67%	68%
At Meets GL Standard or Above	60%	59%	77%	90%	38%	51%	39%	69%	63%	48%	34%	*	17%	36%
At Masters GL Standard	22%	21%	39%	47%	10%	16%	21%	21%	23%	16%	15%	*	0%	16%
Number of Tests														
At Approaches GL Standard or Above	2,633	2,479	154	263	717	1,059	251	27	2,171	462	59	*	4	54
At Meets GL Standard or Above	1,858	1,732	126	241	376	678	143	20	1,579	279	30	*	1	29
At Masters GL Standard	674	610	64	127	98	209	76	6	582	92	13	*	0	13
Total Tests	3,098	2,934	164	269	982	1,335	368	29	2,516	582	87	*	6	80
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	76%	75%	90%	100%	57%	68%	48%	80%	77%	71%	48%	-	*	48%
At Meets GL Standard or Above	58%	57%	77%	99%	31%	49%	26%	70%	60%	46%	29%	-	*	28%
At Masters GL Standard	12%	10%	34%	42%	2%	8%	16%	0%	13%	7%	7%	-	*	8%
Number of Tests														
At Approaches GL Standard or Above	1,013	958	55	104	259	420	76	8	824	189	20	-	*	19
At Meets GL Standard or Above	769	722	47	103	142	300	42	7	647	122	12	-	*	11
At Masters GL Standard	154	133	21	44	9	49	25	0	136	18	3	-	*	3
Total Tests	1,337	1,276	61	104	452	614	160	10	1,070	267	42	-	*	40
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	89%	89%	91%	89%	88%	87%	89%	100%	91%	83%	80%	-	*	83%
At Meets GL Standard or Above	62%	61%	68%	64%	50%	54%	56%	75%	65%	48%	40%	-	*	44%
At Masters GL Standard	37%	37%	32%	27%	27%	33%	33%	38%	38%	34%	25%	-	*	28%
Number of Tests														
At Approaches GL Standard or Above	544	513	31	49	164	207	73	8	453	91	16	-	*	15
At Meets GL Standard or Above	376	353	23	35	93	129	46	6	323	53	8	-	*	8
At Masters GL Standard	225	214	11	15	50	78	27	3	188	37	5	-	*	5
Total Tests	610	576	34	55	187	239	82	8	500	110	20	-	*	18

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Science														
Percent of Tests														
At Approaches GL Standard or Above	94%	93%	100%	100%	85%	88%	80%	100%	95%	87%	89%	-	*	89%
At Meets GL Standard or Above	68%	66%	85%	97%	48%	59%	44%	63%	71%	55%	42%	-	*	44%
At Masters GL Standard	29%	28%	41%	73%	12%	19%	20%	13%	31%	21%	21%	-	*	22%
Number of Tests														
At Approaches GL Standard or Above	547	513	34	59	154	220	66	8	451	96	17	-	*	16
At Meets GL Standard or Above	395	366	29	57	88	148	36	5	335	60	8	-	*	8
At Masters GL Standard	171	157	14	43	22	48	16	1	148	23	4	-	*	4
Total Tests	585	551	34	59	182	249	82	8	475	110	19	-	*	18
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	93%	93%	97%	100%	87%	91%	82%	*	94%	91%	100%	*	*	*
At Meets GL Standard or Above	56%	55%	77%	90%	33%	43%	43%	*	58%	46%	33%	*	*	*
At Masters GL Standard	22%	20%	51%	49%	9%	15%	18%	*	23%	15%	17%	*	*	*
Number of Tests														
At Approaches GL Standard or Above	529	495	34	51	140	212	36	*	443	88	6	*	*	*
At Meets GL Standard or Above	318	291	27	46	53	101	19	*	274	44	2	*	*	*
At Masters GL Standard	124	106	18	25	15	34	8	*	110	14	1	*	*	*
Total Tests	566	531	35	51	161	233	44	*	471	95	6	*	*	*

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

PSJA EARLY COLLEGE HS (108909001) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	1,170.0	1	1,170.00
Accelerated Learning Points Earned	161	0.25	40.25
Sum of Annual Growth plus Accelerated Learning Points			1,210.25
Total Tests Evaluated			1,488
Academic Growth Score			81

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	284	0	0
Tests Earning 0.5 Points	68	0.5	34.0
Tests Earning 1 Point	1,136	1	1,136
Annual Growth Points Earned			1,170.0
Total Tests Evaluated			1,488
Annual Growth Score			79

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	162	0	0
Tests Earning 1 Point	161	1	161
Accelerated Learning Points Earned			161
Total Tests Evaluated			323
Accelerated Learning Score			50

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

PSJA EARLY COLLEGE HS (108909001) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	94.2%	58	91
College, Career, and Military Readiness		91	93
Relative Performance			92

School Progress: Closing the gaps

Texas Education Agency

2026 Closing the Gaps

PSJA EARLY COLLEGE HS (108909001) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	50.0%	37.5
Graduation Status	12	12	100.0	10.0%	10.0
ELP Status	3	4	75.0	10.0%	7.5
School Quality Status	11	12	91.7	30.0%	27.5
Closing the Gaps Score					83

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	44%	33%	n/a	n/a	n/a	20%	13%	30%	46%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	53%	44%	n/a	n/a	n/a	33%	28%	42%	55%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	72%	67%	n/a	n/a	n/a	60%	57%	65%	73%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3	4	3						
2026 % at Meets GL Standard or Above	58%	57%	77%	99%	31%	49%	26%	70%	60%	46%	27%	-	*	28%	
2026 # at Meets GL Standard or Above	769	722	47	103	142	300	42	7	647	122	12	-	*	11	
2026 Total Tests (Adjusted)	1,337	1,276	61	104	452	614	160	10	1,070	268	44	-	*	40	
2025 % at Meets GL Standard or Above	54%	51%	86%	100%	32%	41%	26%	--	57%	42%	30%	--	--	33%	
Mathematics 2026 Target	38%	32%	n/a	n/a	n/a	31%	15%	33%	40%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	43%	n/a	n/a	n/a	43%	29%	44%	50%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	69%	66%	n/a	n/a	n/a	66%	58%	67%	70%	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	62%	61%	68%	64%	50%	54%	56%	75%	65%	47%	35%	-	*	38%	
2026 # at Meets GL Standard or Above	376	353	23	35	93	129	46	6	323	53	8	-	*	8	
2026 Total Tests (Adjusted)	610	576	34	55	187	239	82	8	500	113	23	-	*	21	
2025 % at Meets GL Standard or Above	55%	54%	74%	63%	47%	53%	43%	--	56%	49%	50%	--	--	50%	
Academic Growth Status															
RLA 2026 Target	69%	65%	n/a	n/a	n/a	60%	45%	63%	70%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	70%	55%	73%	78%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	90%	75%	93%	95%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3	4	3						
2026 Academic Growth Score	74%	74%	73%	71%	67%	72%	62%	93%	75%	70%	60%	-	*	61%	
2026 Growth Points	780.50	740.25	40.25	74.00	194.25	323.75	79.75	9.25	657.00	123.50	18.75	-	*	17.75	
2026 Total Tests	1,055	1,000	55	104	290	451	129	10	879	176	31	-	*	29	
2025 Academic Growth Score	71%	70%	81%	82%	68%	67%	49%	--	72%	65%	67%	--	--	68%	
Mathematics 2026 Target	76%	75%	n/a	n/a	n/a	77%	64%	73%	77%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	82%	82%	n/a	n/a	n/a	83%	74%	80%	83%	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%	94%	95%	95%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	4	4				4	4		4						
2026 Academic Growth Score	99%	99%	100%	99%	101%	99%	98%	97%	100%	97%	95%	-	*	93%	
2026 Growth Points	429.75	406.75	23.00	16.75	143.75	179.50	70.50	7.75	368.50	61.25	14.25	-	*	13.00	
2026 Total Tests	433	410	23	17	143	181	72	8	370	63	15	-	*	14	
2025 Academic Growth Score	88%	88%	88%	86%	84%	86%	90%	--	86%	97%	98%	--	--	95%	

School Progress: Closing the Gaps Continuation

Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					28%									
Next Interim Target (2027-28 through 2031-32)					30%									
Long Term Target (2037-38)					34%									
Points Evaluated for Federal School Improvement					3									
2026 TELPAS Progress Rate					29%									
2026 TELPAS Progress					150									
2026 TELPAS Total					518									
2025 TELPAS Progress Rate					35%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	38	23	43	49	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	48	33	53	59	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	68	53	73	79	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3	3	3					
2026 STAAR Component Score	56	55	70	78	40	49	43	61	57	48	39	*	28	40
2026 % at Approaches GL Standard or Above	85%	84%	94%	98%	73%	79%	68%	93%	86%	79%	68%	*	67%	68%
2026 % at Meets GL Standard or Above	60%	59%	77%	90%	38%	51%	39%	69%	63%	48%	34%	*	17%	36%
2026 % at Masters GL Standard	22%	21%	39%	47%	10%	16%	21%	21%	23%	16%	15%	*	0%	16%
2026 Total Tests	3,098	2,934	164	269	982	1,335	368	29	2,516	582	87	*	6	80
2025 STAAR Component Score	51	50	69	77	39	44	38	36	53	47	50	—	—	51

School Quality (College, Career, and Military Readiness Performance)														
2026 Target	63%	56%	n/a	n/a	n/a	51%	64%	45%	67%	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	73%	66%	n/a	n/a	n/a	61%	74%	55%	76%	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	93%	86%	n/a	n/a	n/a	81%	94%	75%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	4				4	4		3					
2025 % Students Meeting CCMR	91%	91%	100%	98%	85%	88%	100%	*	94%	79%	*	*	*	-
2025 # Students Meeting CCMR	555	524	31	51	119	151	47	*	471	84	*	*	*	-
2025 Total Students	609	578	31	53	140	172	47	*	503	108	*	*	*	-
2024 % Students Meeting CCMR	89%	89%	96%	96%	88%	89%	83%	-	93%	68%	27%	-	—	—
Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	98%	98%	100%	100%	97%	97%	98%	100%	99%	94%	93%	*	*	97%
# Participants	1,633	1,564	69	108	708	874	200	13	1,255	378	63	*	*	58
Total Students	1,669	1,600	69	108	731	897	205	13	1,268	401	68	*	*	60
Mathematics														
% Participation	97%	97%	100%	96%	96%	96%	100%	100%	98%	93%	86%	*	*	85%
# Participants	654	619	35	55	218	271	90	9	518	136	25	*	*	22
Total Students	676	641	35	57	228	282	90	9	529	147	29	*	*	26

Comprehensive Needs Assessment

AREA LEADS:



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed:** Student Performance

Strengths: PSJA Early College High School provides students with access to a rigorous, standards-aligned curriculum designed to support academic achievement, college readiness, and postsecondary success. Teachers utilize district curriculum resources, scope and sequences, formative and summative assessments, and student performance data to plan and adjust instruction based on student needs.

Campus instructional practices are supported through collaborative planning, Professional Learning Communities, data analysis, classroom walkthroughs, and ongoing professional development. Teachers and administrators regularly review student performance data to identify strengths, learning gaps, and opportunities for instructional adjustment.

The 2026 TEA Accountability data demonstrate that PSJA Early College High School continues to perform at a high level academically while serving a student population in which a significant percentage of students are economically disadvantaged, Emergent Bilingual, and/or receiving Special Education services.

Key strengths include:

- PSJA Early College High School earned a **Domain 1: Student achievement scaled score of 87**, demonstrating strong overall student outcomes.
- The campus earned a **Domain 2A: Academic growth scaled score of 81**, indicating that students are demonstrating positive academic growth.
- PSJA Early College High School earned a **Domain 2B: Relative performance scaled score of 92**, demonstrating strong performance compared to campuses serving similar student populations.
- Mathematics students demonstrate strong academic performance with **89% of students approaching grade level, 62% meeting grade level, and 37% of students mastering their grade level.**
- Science demonstrates strong student achievement also with **94% of students approaching grade level and 68% meeting grade level.**
- Social Studies demonstrates strong overall grade-level access, with **93% of students performing at Approaches Grade Level or Above.**
- Overall, **85% of students performed at Approaches Grade Level or Above**, demonstrating that the majority of students are successfully accessing grade-level instruction.
- The campus demonstrates strong systems for preparing students for postsecondary success, as evidenced by a **91% College, Career, and Military Readiness rate.**
- PSJA Early College High School maintains an exceptional graduation rate exceeding **99%**, demonstrating strong systems for student persistence and successful completion.
- Mathematics academic growth represents a significant campus strength, demonstrating the positive impact of instructional practices and student support systems.

The campus will continue to build upon these strengths by maintaining rigorous standards-aligned instruction and identifying effective instructional practices that can be replicated across content areas.

Challenges: While PSJA Early College High School demonstrates strong overall academic performance, the analysis of 2026 accountability data identifies opportunities to increase the depth of student learning and ensuring that all student groups experience meaningful academic growth.

The campus recognizes that improvement efforts must focus not only on students achieving the approaches grade level standard, but also on increasing the percentage of students achieving at the **meets and masters grade level standards**.

Reading Language Arts Achievement and Growth

Reading Language Arts remains an important area of focus, particularly when examining achievement and growth among identified student groups.

- The All Student group performed at **58% Meets Grade Level or Above in Reading Language Arts**.
- Emergent Bilingual students demonstrated lower performance, with **31% performing at Meets Grade Level or Above**.
- Emergent Bilingual students, including monitored students, performed at **49% Meets Grade Level or Above**.
- Students receiving Special Education services performed at **26% Meets Grade Level or Above**.
- Highly mobile students performed at **27% Meets Grade Level or Above**.
- Migrant students performed at **28% Meets Grade Level or Above**.

Reading Language Arts growth also indicates an opportunity to strengthen instructional and intervention systems for identified student populations.

- All Students demonstrated a **74% RLA growth rate**.
- Emergent Bilingual students demonstrated a **67% RLA growth rate**.
- Students receiving Special Education services demonstrated a **62% RLA growth rate**.
- Highly mobile students demonstrated a **60% RLA growth rate**.

These data indicate a need to strengthen disciplinary literacy, reading comprehension, academic vocabulary, evidence-based writing, structured academic discourse, and targeted intervention across classrooms.

Increasing Meets and Masters Grade Level Performance

Although overall Approaches Grade Level performance is strong, the campus has an opportunity to increase the percentage of students demonstrating mastery and advanced academic achievement.

The 2026 data indicate:

- Reading Language Arts: **58% Meets Grade Level or Above and 12% Masters Grade Level**
- Mathematics: **62% Meets Grade Level or Above and 37% Masters Grade Level**
- Science: **68% Meets Grade Level or Above and 29% Masters Grade Level**
- Social Studies: **56% Meets Grade Level or Above and 22% Masters Grade Level**

The campus will focus on strengthening rigorous Tier 1 instruction and ensuring that students regularly engage in grade-level and advanced-level tasks that require critical thinking, problem-solving, academic discourse, and evidence-based reasoning.

Accelerated Learning

The Domain 2A Academic Growth data demonstrates that while the campus has strong overall academic growth, students who begin below grade level require additional support to accelerate learning.

PSJA Early College High School earned an **Academic Growth score of 81**; however, the Accelerated Learning component identifies an opportunity to strengthen systems that support students who previously performed at the Did Not Meet Grade Level standard.

The campus will continue to improve:

- Identification of individual student learning gaps
- Targeted small-group instruction
- Alignment of interventions to specific student needs
- Frequent progress monitoring
- Use of formative assessment data
- Responsive instructional adjustments
- Opportunities for acceleration within Tier 1 instruction
- Effectiveness monitoring of intervention programs

The goal is to ensure that students receiving additional support do not simply make incremental progress but experience sufficient accelerated growth to close academic gaps.

Achievement Gaps Among Student Groups

The campus will continue to monitor the performance of student groups to ensure equitable access to rigorous instruction and meaningful academic growth.

Particular attention will be given to:

- Emergent Bilingual students
- Students receiving Special Education services
- Students requiring accelerated learning
- Highly mobile students
- Other student populations demonstrating performance gaps

While PSJA Early College High School is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support, the campus recognizes the importance of proactively addressing achievement gaps.

English Language Development

English Language Proficiency remains an area for continued monitoring and improvement. The campus will continue strengthening instructional practices that support Emergent Bilingual students in acquiring academic English while simultaneously accessing rigorous grade-level content.

Instructional priorities will include:

- Consistent implementation of the English language proficiency standards (ELPS)
 - Sheltered instruction strategies
 - Academic vocabulary development
 - Structured student discourse
 - Reading and writing across all content areas
 - Language objectives aligned to content objectives
 - Differentiated instruction and scaffolding
 - Ongoing monitoring of language acquisition progress
-

Data-Based Determination

Based on the analysis of student performance data, PSJA Early College High School has determined that the primary focus for effective teaching and learning will be to sustain strong overall academic outcomes while increasing the rigor, depth, and quality of instruction to improve student performance at the Meets and Masters Grade Level standards.

The campus will prioritize high-quality tier 1 instruction, disciplinary literacy, data-driven instructional planning, targeted accelerated learning, and systematic progress monitoring.

Special attention will be given to strengthening reading language arts achievement and growth and ensuring that emergent bilingual students, students receiving special education services, and students requiring accelerated learning receive equitable access to rigorous instruction and targeted support. Through collaborative planning, professional learning communities, professional development, instructional coaching, and continuous data analysis, PSJA Early College High School will build upon its existing strengths while ensuring that every student experiences meaningful academic growth and performs at nationally competitive levels.

Goal Area 1: Effective teaching and learning

Student achievement: By the end of the 2025–2026 school year, PSJA ECHS will increase the percentage of students at the meets grade level for algebra 1, English 1, and English 2 to at least 65%, with a focus on closing achievement gaps for emergent bilingual, economically disadvantaged, and special education student groups.

Objective 1: Meeting the long-term goal of 69% meets grade level performance in algebra 1 to reach an A rating.

Strategy 1: Conduct frequent formative assessments, disaggregate summative data by sub-population, and provide reteach and enrichment sessions.

Timeline: November 2025 benchmark (re-testers), November 2025 benchmark (first-time testers), December 2025 STAAR, February 2026 (first time testers), Benchmark 2.

Title I school components: Comprehensive needs assessment, reform strategies, instruction by highly qualified teachers, teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty, provide professional development, integration of federal, state, and local services, programs and funds.

Persons responsible: Campus principal, dean of instruction, CLL, administrative team, department chairs, librarian, teachers.

Action steps: Assess individual needs: identify each student’s specific learning needs.

Choose appropriate supports: select supplemental aids that effectively address those needs.

Implement supports: integrate the chosen supplemental aids into daily instruction.

Encourage independence: promote student self-advocacy and foster independent learning skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS resource system Curriculum templates and calendar State and local student data Campus based progress monitoring system Professional development from outside campus personnel Support from regional ESC Desmos Supplemental aids IEP	Curriculum documents Lesson plans with annotations Collaborative learning leader agendas Walkthrough documents Lesson Internalization checklists Strength-based feedback Student portfolios Interactive notebooks Online student projects Student work Google classroom Student progress sheets Monitor IEP	Increase academic performance of all students on all benchmarks, STAAR/EOC tested subjects, and pre-AP/AP assessments. AP content and skills performance reports	Increase academic performance of all students on all Benchmarks, STAAR/EOC tested subjects, and pre-AP/AP assessments. AP content and skills performance reports

Goal area 1: Effective teaching and learning.

Strategy 2: Embed structured math discourse, vocabulary development, and visual supports to strengthen emergent bilingual and special education students' access to algebra concepts.

Timeline: August 2025 -June 2026

Title 1 school components: Comprehensive needs assessment, reform strategies, instruction by highly qualified teachers, teacher decision making regarding assessments, effective and timely assistance to students, experiencing difficulty, provide professional development, integration of federal, state, and local services, programs and funds.

Persons responsible: Campus administration, dean of instruction, CLL, special education teachers, diagnosticians, teachers, PEIMS clerk.

Action Steps: Identify subpopulations: teachers will use PEIMS reports to identify subgroups, including emergent bilingual and special education students. Track Student Progress: Develop and implement campus tracking sheets to monitor academic growth for emergent bilingual and special education populations. Review and Set Goals: Regularly analyze student work and establish targeted goals to improve proficiency levels.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District and campus Curriculum TAPR TEA-Accountability reports DMAC Benchmark data Monitoring reports Summit-K12 IXL CIF Dictionaries Laptops Equipment Instructional supplies PEIMS Reports Goal tracking TELPAS monitoring reports	Lexile reports Walkthroughs Targeted student feedback Student portfolios Student work Progress sheets Student growth tracking Goal sheets LAS Links	Increased academic performance of the emergent bilingual and special education student groups to meet indicators for the TELPAS in BOY, MOY, and EOY and Benchmarks.	Home language survey LAS links TELPAS Checks for understandings CBAs Teacher observations Progress monitoring STAAR/TELPAS Goal sheets Benchmarks IXL Student progress reports

Goal area 1: Effective teaching and learning

Strategy 3: Provide focused small-group instruction and tutoring tailored to economically disadvantaged, emergent bilingual and special education learners, ensuring alignment with specific skill deficits.

Timeline: August 2026 - June 2027

Title 1 school components: Reform strategies required: review program documentation to ensure that all instruction programs and instructional strategies are supported by scientifically based research.

Persons responsible: executive officers, content coordinators, school administration, content teachers, CLL.

Action Steps: Identify student needs: use assessment data to pinpoint specific skill deficits for economically disadvantaged, emergent bilingual, and special education learners.

Plan targeted instruction: develop small-group lesson plans and tutoring sessions aligned to each subgroup's identified needs.

Implement Instruction: deliver focused small-group instruction and tutoring, ensuring lessons are scaffolded and differentiated.

Monitor and adjust: track student progress regularly and adjust instruction based on formative assessments and observed growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Training material and agenda District curriculum Pacing guide Year at a glance Weekly lesson plans State and local data Lexia core 5 Power up Electronic devices Equipment Instructional supplies PD resources Sustainability PEIMS reports	Training agenda Collaborative learning community Meetings Tutorial lesson plans Attendance sheets Curriculum in SharePoint Lesson plans	BM1 and BM2 scores show increases in student achievement and student performance growth Increase level of performance in STAAR/EOC Increased meets and mastery percentage of students taking	Formative assessments Benchmarks STAAR/TELPAS Results driven accountability Teacher created activities Certification exams

Goal area 1: Effective teaching and learning

Strategy 4: Offer professional development on scaffolding strategies, culturally responsive teaching, and progress monitoring aligned to domain 3 indicators.

Timeline: August 2026 - June 2027

Title 1 school components: Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use data from assessments.

Action steps:

- Implement formative assessment strategies including all areas of ELPS and SIOP strategies
- Conduct individualized assessments
- Develop personalized support plans, IXL student progress reports
- Provide ongoing training and professional development on collaboration, SIOP and CIF strategies
- Foster collaborative communication and partnerships

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District / campus Curriculum TAPR TEA accountability reports DMAC Benchmarks Data monitoring reports Summit K-12 IXL CIF Dictionaries Electronic devices Equipment Instructional Supplies PEMIS reports Goal tracking sheets TELPAS monitoring report Supplemental Aids Interactive Notebooks	CLC meetings logs Campus staff meeting logs Targeted Feedback District Trainings Region one training On-campus training IEP Needs analysis TELPAS goal sheets Progress monitoring Observations	Increased academic performance DMAC Benchmark performance Level of mastery reports Student growth tracking forms	Checks for understanding benchmarks Growth tracking sheets EOY STAAR scores Level of Mastery Report

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: By the end of the 2025–2026 school year, PSJA ECHS will increase the percentage of students at the Meets Grade Level for Algebra I, English I, and English II to at least 65%, with a focus on closing achievement gaps for EB, ECD, and SPECIAL EDUCATION student groups.

OBJECTIVE 2: To help Increase Domain 2 Part A score by 9%, by ensuring more students demonstrate expected or accelerated academic growth across all tested content areas.

Strategy 1: Implement campus-wide student data trackers and goal-setting conferences so each student knows their growth targets and progress.

Timeline: August 2026 – May 2027

Title I School Components: Comprehensive Needs Assessment, Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficult Provide professional development Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Dept Chairs, Campus administration, CLL, Dept. Heads, Librarian, All Teachers, Campus staff co-teachers
Organization sponsors

Action Steps:

- **Maintain Communication:** Establish regular channels and conferences with students to discuss progress and track growth.
- **Share Data:** Provide students with timely access to their data and progress reports.
- **Collaborate on Support Plans:** Work with students to develop and implement individualized support plans tailored to their needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District/Campus Curriculum • TAPR • TEA Accountability Reports • DMAC • Benchmarks • Data • IXL • CIF • Dictionaries • Electronic Devices • Equipment/ Instructional Supplies • LAS Links • IEP • 504 plans	• Lexile Reports • Walkthroughs • Conference Planning Time • Planning Time • Teacher Targeted Feedback • Student IEP plans • Student Portfolios • Student Growth Tracking • Goal Sheets • teacher-parent call logs • dept meeting agendas/sign in • CLC meeting agendas • Staff meeting login sheets • EOY check out list • Teacher evaluations	• Increased academic performance of the EB and SPECIAL EDUCATION student groups to meet indicators as well as the ALL student groups after all formative assessments	• Checks for Understanding • CBAs • Teacher Observations • Progress Monitoring • STAAR/TELPAS Goal Sheets Benchmarks • IXL Student Progress Reports

Goal Area 1: Effective Teaching and Learning

Strategy 2: Provide targeted tiered supports (intervention for below grade level, enrichment for advanced students) to ensure growth across all performance bands.

Timeline: September 2026 – May 2027

Title I School Components: Comprehensive Needs Assessment, Reform Strategies, Instruction by Highly Qualified Teachers, Teacher Decision Making Regarding Assessments, Effective & Timely -Assistance to students experiencing difficulty, Provide professional development, Integration of Fed., State, & Local Services, Programs and Funds

Persons Responsible: Campus Principal Dean of Instruction, CLL, Administrative Team, Department Chairs, Librarian, Teachers

Action Steps:

- Disaggregate campus data to determine student progress at the Masters level and above.
- Use disaggregated data to drive intervention plans that are directly related to students' needs (enrichment classes, tutorials, summer school, etc.)

Supplemental aids No red ink IEP Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Walkthroughs • Strength-based Feedback Student Portfolios • Interactive Notebooks • Student Projects (Online) • Student Work • Google Classroom • Student Progress Sheets • Monitor IE	• Increase academic performance of all students on all Benchmarks, • STAAR/EOC tested subjects, and Pre-AP/AP Assessments. • AP Content & Skills • Performance Reports	- Checks for Understanding Weekly Assessments • Curriculum Assessments Teacher Observation • Progress Monitoring • Student STAAR Goal Sheets Benchmarks • AP Classroom

Goal Area 1: Effective Teaching and Learning

Strategy 3: Train teachers on growth-focused instructional strategies, including scaffolding, progress monitoring, and feedback loops.

Timeline: September 2026 – May 2027

Title I School Components: Comprehensive Needs Assessment, Reform Strategies, Instruction by Highly Qualified Teachers , Teacher Decision Making Regarding Assessments, Effective & Timely Assistance to students experiencing difficulty, Provide professional development, Integration of Fed., State, & Local Services, Programs and Funds, ARP-Elementary & Secondary School Emergency Relief Fund

Persons Responsible: Principal, Administrative Team, CLL, Department Chairs, Teachers

Action Steps:

Promote Peer Collaboration: Facilitate coaching and mentoring opportunities for teachers and leaders to share best practices and learn from one another.

Implement Evidence-Based Strategies: Identify and apply research-based strategies and interventions to address specific instructional needs.

Schedule Reflection Meetings: Hold regular meetings (weekly or monthly) for teachers and leaders to review data and share insights.

Provide Support Resources: Offer access to workshops, webinars, and instructional materials that reinforce best practice implementation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TAPR/TELPAS Reports • DMAC Reports • Texas Assessment • Lead4ward Reports • Region One ESC • Content-Based Conferences/Associations • APSI • AP College Board • IXL • Equipment/Instructional Supplies • Electronic Devices • CIF • Sustainability - Equipment/Supplies	• Data Reports • Agendas • Sign-In Sheets • Presentations • PD Resources	• Student Achievement gains • Closing the Gaps • Increase in Masters GL Performance • Increase in Meets GL Performance • Increase in AP Performance • Increase in TSI/SAT/ACT Performance	• Formative assessments • TELPAS Practice Sets • Benchmarks • APSI • AP College Board • Pre-SAT/PLAN • STAAR • TELPAS • IXL Student Progress Reports

AREA LEADS: Names



GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance

Strengths

PSJA Early College High School has established comprehensive systems of student support designed to promote academic achievement, student persistence, graduation, college readiness, and postsecondary success. The campus recognizes that students have diverse academic, linguistic, social-emotional, and postsecondary needs and provides multiple layers of support to ensure equitable access to rigorous learning opportunities.

The 2026 accountability data demonstrate that PSJA Early College High School has effective systems in place to support students through graduation and preparation for college and career pathways.

Key strengths include:

- PSJA Early College High School maintains a graduation rate exceeding **99%**, demonstrating strong systems for identifying and supporting students who may be at risk of not graduating.
- The campus achieved a **91% College, Career, and Military Readiness (CCMR) rate**, demonstrating strong systems for supporting students in postsecondary planning and readiness.
- The campus earned a **100% Graduation Status component score in Domain 3**, reflecting effective student monitoring, intervention, and persistence systems.
- PSJA Early College High School is **not identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS)**.
- The campus earned a **Domain 3: Closing the Gaps scaled score of 83**, demonstrating overall success while identifying specific student populations requiring continued targeted support.
- Mathematics growth is a significant strength across student populations, demonstrating that students benefit from targeted instructional supports and opportunities for academic growth.
- The campus provides students with access to multiple support systems, including academic interventions, tutoring, counseling services, Special Education services, Emergent Bilingual supports, college and career advising, and Early College opportunities.
- Teachers, counselors, administrators, and support staff collaborate to monitor student progress and identify students requiring additional academic, attendance, behavioral, social-emotional, or postsecondary support.
- The Early College High School model provides students with meaningful opportunities to access rigorous coursework, dual-credit classes, college experiences, and postsecondary advising.

The campus will continue to build upon these strengths by ensuring that student support systems remain proactive, responsive, individualized, and driven by current student performance data.

Challenges

While PSJA Early College High School demonstrates exceptional outcomes in graduation, CCMR, and overall student success, the 2026 accountability data indicate opportunities to strengthen systems of targeted intervention and accelerated learning for students and student groups requiring additional support.

Accelerated learning

The most significant area for improvement within student support systems is ensuring that students who begin below grade level receive timely and effective interventions that result in accelerated academic growth.

PSJA Early College High School earned a **domain 2A academic growth score of 81**, demonstrating positive overall student growth. However, the accelerated learning component indicates that students previously performing at the did not meet grade level standard are not consistently accelerating at the rate necessary to close academic gaps.

The data indicates a need to strengthen:

- Early identification of students requiring intervention
- Individual student learning plans
- Alignment of interventions to specific skill gaps
- Small-group targeted instruction
- Frequency and intensity of intervention
- Progress monitoring systems
- Evaluation of intervention effectiveness
- Communication among teachers, interventionists, counselors, and administrators
- Opportunities for acceleration within and beyond the regular instructional day

The campus must ensure that intervention is not simply additional instructional time but is specifically targeted to the individual learning needs of students.

Emergent bilingual student support

Domain 3 data indicate that emergent bilingual students continue to require targeted support to ensure equitable access to rigorous grade-level content while simultaneously developing academic English.

Reading language arts performance demonstrates an achievement gap for emergent bilingual students:

- **All students:** 58% meets grade level or above
- **Emergent bilingual current:** 31% meets grade level or above
- **Emergent bilingual current and monitored:** 49% meets grade level or above

Emergent bilingual students also demonstrated a **67% RLA growth rate**, compared with **74% for all students**.

Additionally, English language proficiency remains an area for continued monitoring and improvement.

These data indicate a need to strengthen student support systems through:

- Consistent implementation of the ELPS
- Sheltered instruction
- Academic vocabulary development
- Structured academic discourse
- Targeted language development
- Reading and writing support across all content areas
- Individual monitoring of language acquisition progress
- Collaboration between content teachers and emergent bilingual support staff

The campus will continue to focus on ensuring that language is not a barrier to students accessing rigorous grade-level content.

Special education student support

Students receiving special education services demonstrate a need for continued targeted academic support, particularly in reading language arts.

Domain 3 data indicates:

- Special education current students: 26% meets grade level or above in RLA.
- Special education current students: 56% meets grade level or above in mathematics.
- Special education current students: demonstrated a 62% RLA growth rate.

While students receiving special education services demonstrate stronger outcomes in mathematics, reading language arts achievement and growth indicate a need for strengthened interventions and support systems.

The campus will continue to focus on:

- Individualized academic interventions
- Effective implementation of accommodations and modifications
- Collaboration between general education and Special Education teachers
- Progress monitoring aligned to individual student needs
- Increased access to rigorous grade-level content

- Differentiated instruction and appropriate scaffolding
- Data-driven ARD and instructional decision-making

Closing achievement gaps

Although PSJA Early College High School is not identified for state or federal school improvement, the campus recognizes the importance of proactively addressing achievement gaps among student populations.

Particular attention will be given to:

- Emergent bilingual students
- Students receiving special education services
- Students requiring accelerated learning
- Highly mobile students
- Migrant students
- Students demonstrating academic performance gaps

The 2026 Domain 3 data demonstrates that some student populations experience lower levels of achievement and growth than the all Student group.

For example:

- Highly mobile students performed at 29% meets grade level or above in RLA.
- Migrant students performed at 28% meets grade level or above in RLA.
- Special education current students performed at 26% meets grade level or above in RLA.

The campus will strengthen systems to identify and monitor individual student needs and ensure timely access to appropriate academic and support services.

Coordinated student monitoring and progress tracking

A continued challenge is ensuring that student support systems are consistently coordinated and monitored across all departments and programs.

Students may receive support from multiple individuals, including:

- Classroom teachers
- Interventionists

- Counselors
- Special education staff
- Emergent bilingual support staff
- College and career advisors
- Administrators
- Parents and families

The campus will continue strengthening communication and collaboration among staff members to ensure that student interventions are coordinated, progress is monitored consistently, and supports are adjusted based on student response.

A systematic approach to student monitoring will ensure that students do not fall through gaps between programs or services.

Data-based determination

Based on the analysis of 2026 accountability data, PSJA Early College High School has determined that the primary focus for goal area 2: student supports will be to strengthen systems that identify, monitor, and respond to the individual needs of students requiring additional academic and linguistic support.

While the campus demonstrates exceptional outcomes in graduation and college, career, and military readiness, the data indicates a need to strengthen accelerated learning systems and targeted supports for student populations experiencing achievement and growth gaps.

The campus will prioritize:

1. Early identification of students requiring academic support.
2. Targeted and individualized intervention based on specific skill gaps.
3. Strengthened accelerated learning systems.
4. Frequent progress monitoring and evaluation of intervention effectiveness.
5. Increased support for emergent bilingual students.
6. Strengthened academic supports for students receiving special education services.
7. Proactive monitoring of student groups demonstrating achievement gaps.
8. Improved coordination and communication among all student support personnel.
9. Continued support for student persistence, graduation, and postsecondary readiness.

Through a coordinated, data-driven system of student supports, PSJA Early College High School will ensure that every student receives the appropriate academic, linguistic, social-emotional, and postsecondary support necessary to successfully access rigorous instruction, demonstrate meaningful growth, graduate, and achieve college and career readiness.

Focus Area 2: Student supports

Annual Goal 2: By the end of the 2026–2027 school year, PSJA ECHS will improve CCMR performance and college readiness outcomes.

Objective 1: To increase TSIA participation by 15% of eligible students and raise passing rates.

Strategy 1: Implement a TSIA readiness pathway beginning in 9th grade, with diagnostic testing, academic boot camps, and integration of college-readiness skills into core classes.

Timeline: September 2026 – May 2027

Title I School Components: Comprehensive needs assessment reform strategies instruction by highly qualified teachers, teacher decision-making regarding assessments, effective and timely assistance to students experiencing difficulty, provide professional development, integration of federal, state, and local services, programs, and funds.

Persons responsible: Executive director for college readiness, college readiness strategist, college readiness advisor, college readiness coordinator, CTE director / coordinator, CTE teachers, CTE department heads, early college director, counselors.

Action Steps: Maintain communication channels: establish regular and consistent communication with parents, attendance liaisons, and teachers.

Share timely updates: provide transparent updates using attendance reports and call logs.

Foster dialogue: encourage two-way communication to address questions, concerns, and feedback.

Provide support: offer resources and guidance to support student attendance and engagement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS Components of industry Certification Specialized software Electronic devices Equipment Instructional supplies TSIA practice tests AP central Accuplacer TSIA resources	TEKS Components of industry Certification Specialized software Electronic devices Equipment Instructional supplies Sustainability Vouchers ICEV Internships	Teacher provided list of completed IBC's	Sign-in sheets Agendas Curriculum in SharePoint Lesson Plans

Goal area 2: Student supports

Strategy 2: The curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry-based certification in their chosen career pathway.

Timeline: September 2026 – May 2027

Title 1 school components: Increased percentage of graduating seniors who have earned their industry-based certification.

Persons responsible: Executive officer for college readiness, campus principal, CTE, department chairs, CTE AP, counselors, CTE director, CTE coordinators, CTE teachers.

Action Steps: Analyze Curriculum: Conduct a comprehensive review of existing curriculum to identify gaps and areas for enhancement.

Integrate Relevant Skills: Incorporate industry-relevant content and skills to better prepare students for career pathways.

Support Educators: Provide professional development to equip educators with the knowledge and tools needed for effective instruction.

Build Partnerships: Establish and maintain partnerships with industry leaders and certification providers to enhance learning opportunities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS Components of industry Certification Specialized software Electronic devices Equipment Instructional supplies TSIA practice tests AP central Accuplacer TSIA resources	TEKS Components of industry Certification Specialized software Electronic devices Equipment Instructional supplies Sustainability Supplies Vouchers ICEV Internships	Teacher provided list of completed IBC's	Sign-in sheets Agendas Curriculum developed in SharePoint Lesson plans

Goal area 2: Student supports

Strategy 3: Track TSIA attempts, participation, and scores at the individual student level; hold data meetings each six weeks to adjust supports.

Timeline: September 2026 – May 2027

Title 1 school components: Reform strategies, review program documentation to ensure that all instructional programs and strategies are supported by scientifically based research: high quality instructional materials.

Persons Responsible: Executive officer for college readiness, campus principal, CTE, department chairs, CTE AP, counselors, CTE director.

Action Steps: Analyze Curriculum: conduct a thorough review of the existing curriculum to identify gaps and areas for enhancement.

Incorporate Relevant Skills: integrate industry-relevant content and skills to better prepare students for careers.

Support Educators: provide professional development to equip teachers with the knowledge and tools for effective instruction.

Build partnerships: establish and maintain partnerships with industry leaders and certification providers to enhance learning opportunities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS Components of industry Certification Specialized software Electronic devices Equipment Instructional supplies TSIA practice tests AP central Accuplacer TSIA resources	Sign-in sheets Agendas Curriculum in SharePoint Lesson plans	Increased percentage of graduating seniors who are TSIA complete	Teacher-created activities Benchmarks TSIA tests

Goal area 2: Student supports

Strategy 4: Train teachers and counselors to embed TSIA-aligned questioning, reading, and problem-solving strategies into daily instruction and advisories.

Timeline: September 2026 – May 2027

Title 1 school components: Comprehensive needs assessment reform strategies, instruction by highly qualified teachers, teacher decision-making regarding assessments. Effective and timely assistance to students experiencing difficulty. Provide professional development, integration of federal, state, and local services, programs, and funds.

Persons Responsible: Executive officer for college readiness, campus principal, CTE, department chairs, CTE AP, counselors, CTE director.

Action Steps: Analyze curriculum: conduct a thorough review of the existing curriculum to identify gaps and areas for enhancement.

Incorporate relevant skills: integrate industry-relevant content and skills to better prepare students for careers.

Support educators: provide professional development to equip teachers with the knowledge and tools for effective instruction.

Build partnerships: establish and maintain partnerships with industry leaders and certification providers to enhance learning opportunities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS Components of industry Certification Specialized software Electronic devices Equipment Instructional supplies TSIA practice tests AP central Accuplacer TSIA resources	Sign-in Agendas Curriculum developed in SharePoint. Lesson plans Target list	Increase in CTE course enrollment Increase in academic performance	TSIA testing increase in CCMR completion via TSIA tests

Focus area 2: Student supports

Annual goal 2: School progress: By the end of the 2026-2027 school year, PSJA ECHS will improve CCMR performance from a 92% to a 93% in college readiness outcomes.

Objective 2: To increase the amount of students who earn an industry based certificate, increasing the overall CCMR campus percentage.

Strategy 1: Conduct career pathway presentations and one-on-one advising to ensure students understand which industry-based certifications align with their chosen endorsements.

Timeline: September 2026 – May 2027

Title 1 school components: Comprehensive needs assessment, reform strategies, instruction by highly qualified teachers, teacher decision-making regarding assessments, effective and timely assistance to students experiencing difficulty, provide professional development, integration of federal, state, and local services, programs, and funds.

Persons responsible: Executive officers, content coordinators, school administration, CTE Teachers, CLL

Action Steps: Establish progress tracking system, create trackers with key checkpoints (quizzes, assignments, skill demos, practice exams) aligned to certification standards.

Conduct regular assessments: implement weekly or bi-weekly checkpoints to monitor student performance and identify at-risk students early.

Provide targeted Interventions: offer tutoring, small-group instruction, or supplemental resources tailored to students below benchmark.

Review, communicate, and adjust: analyze progress data in PLCs, communicate results with students and parents, and refine interventions to ensure continuous improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Texas education agency approved industry-based certification list CCMR tracker accountability reports Counseling department resources for one-on-one advising ICEV Adobe ESB	Career pathway presentations held for each grade level Student and parent informational attendance and grade logs Career interest inventories completed and stored in student portfolios Advising documentation in counseling logs	Increased student enrollment in CTE courses leading to IBCs Improved student and parent understanding measured through surveys Higher student participation in endorsement-aligned pathways	Formative: Student survey results on pathway awareness, advising notes, interim CCMR tracking reports Summative: End-of-year CCMR percentage, number of students declared in pathways that offer IBCs

Goal area 2: Student supports

Strategy 2: Monitor student progress using checkpoints and progress trackers, intervening early for students at risk of not meeting certification standards.

Timeline: September 2026 – May 2027

Title 1 school components: Use of data-driven progress monitoring to adjust instruction and provide interventions, ensuring instruction is responsive and tailored to meet individual student needs, leveraging title 1 and CTE funds to support tracking systems and intervention resources.

Persons Responsible: Executive officer for college readiness, campus principal, CTE, department chairs, CTE AP, counselors, CTE director.

Action Steps: Set Up Progress Tracking System: develop trackers for each certification course with checkpoints such as quizzes, assignments, skill demonstrations, and practice exams.

Regularly Monitor Student Performance: administer weekly or bi-weekly assessments and review data to identify students who are at risk of not meeting certification standards.

Implement Targeted Interventions: provide tutoring, small-group instruction, or supplemental resources for students falling below benchmarks.

Analyze Data and Adjust Instruction: review progress in CLCs, communicate results to students and parents, and modify interventions to ensure continuous improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Texas Education Agency (TEA) Approved Industry-Based Certification List CCMR Tracker Accountability Reports Counseling department resources for one-on-one advising iCEV	Checkpoint assessments (quizzes, practice exams, skill demonstrations) embedded throughout certification courses Progress tracking sheets or dashboards updated regularly by teachers Documentation of intervention plans for students flagged as “at risk” Teacher CLC notes reflecting data review and instructional adjustments	Reduction in the number of students falling behind in IBC preparation Increased percentage of students meeting benchmark scores on practice exams Higher overall success rate of students attempting final IBC assessments Narrowing performance gaps among subpopulations (EB, SPECIAL EDUCATION, EcoDis)	<i>Formative:</i> Weekly or bi-weekly checkpoint data, teacher progress trackers, student reflection logs <i>Summative:</i> End-of-course practice exam scores, IBC pass/fail rates, CCMR accountability results

Goal area 2: student supports

Strategy 3: Implement practice exams, boot camps, and study sessions for certification tests, especially for high-yield/high-demand certifications.

Timeline: September 2026 – May 2027

Title I school components: Providing supplemental academic support and interventions. Ensuring teaching methods and resources prepare students for industry certifications.

Persons responsible: Executive officer for college readiness, campus principal, CTE, department chairs, CTE AP, counselors, CTE Director.

Action Steps: Plan and schedule preparation activities, identify high-yield and high-demand certifications and schedule practice exams, boot camps, and study sessions aligned with testing timelines. Develop study materials and resources. Provide students with practice tests, review guides, online modules, and other targeted resources for exam preparation. Deliver targeted support. Conduct boot camps, after-school sessions, or small-group reviews to focus on skill gaps and reinforce key concepts. Monitor progress and adjust

Track student performance on practice exams, gather feedback, and refine sessions to improve readiness for the official certification tests.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Texas education agency approved industry-based certification list CCMR tracker Accountability reports Counseling department Resources for one-on-one advising iCEV	Boot camps and tutoring sessions scheduled and documented Study materials distributed to students in certification courses Progress monitoring tools utilized by teachers Student attendance logs for support sessions	Higher pass rates on practice exams Increased number of students attempting IBC exams Growth in student confidence as reflected in pre-/post-surveys	<i>Formative:</i> Practice exam results, tutoring session attendance, student progress trackers <i>Summative:</i> Official IBC exam pass rates, total number of certifications earned by campus

AREA LEADS:



GOAL AREA 3: Leadership Growth**Areas Reviewed: Student Performance**

Strengths: PSJA Early College High School demonstrates strong leadership systems focused on continuous improvement, student achievement, college and career readiness, and equitable outcomes for all students. Campus leaders work collaboratively with teachers, counselors, instructional support personnel, students, parents, and district staff to establish a shared vision focused on academic excellence and post-secondary success.

The campus's strong accountability outcomes demonstrate the positive impact of collaborative leadership, instructional monitoring, and systems designed to support student success.

Key strengths include:

- PSJA Early College High School earned an **A accountability rating**, demonstrating strong campus systems and a sustained commitment to continuous improvement.
- The campus earned a **Domain 1: Student Achievement scaled score of 87**, reflecting strong overall student outcomes.
- The campus earned a **Domain 2B: Relative Performance scaled score of 92**, demonstrating that campus systems effectively support student achievement when compared with campuses serving similar student populations.
- The campus maintains a graduation rate exceeding **99%** and a **91% College, Career, and Military Readiness rate**, reflecting strong systems for student monitoring, postsecondary planning, and academic support.
- Campus administrators regularly conduct classroom walkthroughs and instructional observations to monitor implementation of campus priorities and provide feedback to teachers.
- Leadership teams utilize multiple sources of data, including state assessments, benchmark assessments, formative assessments, graduation data, CCMR data, attendance data, and student-group performance data to guide campus decision-making.
- Teachers participate in collaborative planning and Professional Learning Communities to analyze student data, discuss instructional practices, and develop responsive instructional strategies.
- Professional development is aligned to campus priorities and is adjusted based on student performance data, classroom observations, and identified teacher needs.
- Campus leaders collaborate with district curriculum personnel, content specialists, counselors, and support staff to ensure teachers and students receive appropriate resources and support.
- The campus has established systems that promote communication, collaboration, and shared responsibility for student success.
- Leadership supports the implementation of the Early College High School model by ensuring students have access to rigorous coursework, dual-credit opportunities, college advising, and postsecondary readiness experiences.

These strengths provide PSJA Early College High School with a strong foundation for continued improvement and leadership development.

Challenges

While PSJA Early College High School demonstrates strong overall outcomes, continued leadership growth is necessary to ensure that successful practices are consistently implemented across all classrooms, content areas, and student populations.

The 2026 accountability data indicate that the campus must continue strengthening leadership systems that support instructional consistency, accelerated learning, and the closing of achievement gaps.

Consistency of instructional expectations

A key challenge is ensuring consistent implementation of high-quality instructional practices across all classrooms.

Although overall academic outcomes are strong, differences in performance among content areas and student groups indicate a need for leaders to continue strengthening systems for monitoring instructional rigor and implementation.

Campus leaders will continue to focus on:

- Monitoring rigorous tier 1 instruction
- Ensuring alignment between instruction, TEKS, and assessment expectations
- Increasing opportunities for student discourse and higher-order thinking
- Monitoring implementation of disciplinary literacy practices
- Ensuring consistent use of formative assessment data
- Monitoring student engagement in rigorous grade-level tasks
- Providing timely feedback and instructional coaching

Leadership walkthroughs and instructional feedback will focus not only on teacher actions but also on evidence of student learning and student engagement.

Data-driven leadership and decision-making

The campus has access to multiple sources of student performance data; however, continued leadership development is necessary to ensure data are consistently translated into actionable instructional decisions.

The campus will strengthen systems for:

- Conducting regular data analysis cycles
- Identifying trends across student groups
- Monitoring individual student progress
- Identifying students requiring accelerated learning
- Evaluating the effectiveness of interventions
- Monitoring implementation of campus strategies
- Adjusting actions based on formative data

Leaders will continue developing the capacity of teachers and teams to move beyond reviewing data to identifying specific instructional responses and monitoring the impact of those responses on student learning.

Monitoring accelerated learning

The campus earned a **domain 2A academic growth score of 81**, demonstrating positive student growth. However, continued leadership attention is needed to ensure students requiring accelerated learning receive timely and effective support.

Leadership teams will strengthen systems for monitoring:

- Identification of students requiring intervention
- Alignment of interventions to individual learning gaps
- Frequency and intensity of interventions
- Student progress during intervention cycles
- Effectiveness of intervention programs
- Movement of students toward grade-level performance

Campus leaders will ensure that intervention systems are regularly evaluated and adjusted based on student response data.

Leadership capacity for closing achievement gaps

The Domain 3 data indicate that continued leadership attention is necessary to ensure equitable outcomes among all student populations.

Particular attention will be given to monitoring outcomes for:

- Emergent bilingual students
- Students receiving special education services
- Students requiring accelerated learning
- Highly mobile students
- Other identified student groups

Leaders will continue strengthening their ability to disaggregate data, identify achievement gaps, determine root causes, and monitor the implementation and effectiveness of strategies designed to improve student outcomes.

The campus recognizes that strong overall performance must not mask differences in outcomes among individual student groups.

Developing teacher leadership

Continued growth in teacher leadership is necessary to build collective ownership of campus improvement priorities.

The campus will provide opportunities for teachers to assume leadership roles through:

- Professional learning communities
- Content-area leadership
- Data facilitation
- Mentoring and peer support
- Professional development facilitation
- Campus improvement planning
- Instructional committees
- Vertical alignment conversations

Building teacher leadership capacity will strengthen sustainability and ensure that campus improvement is a shared responsibility.

Data-based determination: Based on the analysis of campus systems and 2026 accountability outcomes, PSJA Early College High School has determined that the primary focus for goal area 3: leadership growth will be to strengthen instructional leadership capacity and ensure consistent implementation and monitoring of high-impact practices across the campus.

The campus will build upon its strong accountability outcomes by strengthening leaders' and teachers' capacity to:

1. Use multiple sources of data to drive instructional decisions.
2. Monitor the implementation of rigorous tier 1 instruction.
3. Provide timely and actionable instructional feedback.
4. Facilitate effective professional learning communities.
5. Monitor the effectiveness of accelerated learning and intervention systems.
6. Identify and address achievement gaps among student populations.
7. Develop teacher leadership and collective ownership of student outcomes.
8. Evaluate the implementation and impact of campus improvement strategies.
9. Adjust campus actions based on formative and summative evidence.

PSJA Early College High School recognizes that sustained student success requires strong leadership at every level of the organization. Through collaborative leadership, continuous professional learning, data-driven decision-making, and systematic monitoring, the campus will continue building leadership capacity to sustain strong outcomes while advancing academic excellence and equitable achievement for every student.

Goal area 3: Leadership growth

Annual goal 1: Our goal is to foster growth by expanding professional development opportunities and promoting inclusion through mentorship and collaborative decision-making. We are committed to ongoing, transparent communication across all levels of campus leadership, ensuring that initiatives and goals are shared and reinforced throughout the year.

Objective 1: Promote growth and build capacity within our teachers and staff

Strategy 1: CLC planning to better reflect T-TESS rubric

Timeline: August 2026 - June 2027

Title 1 school components: Professional development and other activities for teachers, paraprofessionals, and other school personnel

Persons responsible: Campus principal, dean of instruction, CLL, administrative team, department chairs, district instructional coaches.

Action steps: Data analysis and planning: the dean of instruction, CLL, and department chairs will meet to analyze EOC performance data and identify strategies to drive growth using research-based instructional practices.

Instructional support: the CLL will demonstrate examples of these practices during CLCs, and teachers will be expected to apply them in their classrooms.

Monitoring and feedback: the leadership team will conduct walkthroughs to observe classroom implementation, assess effectiveness, and review formative assessment data to inform ongoing instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Office of Academics Region One Content-Related Association/Orgs Conferences AP/Pre-AP Summer Institutes AP Classroom CTE Winter/Summer conference	Certificates Walkthroughs ERO Registrations Sign-In Sheets Artifact	Increased teacher performance in the delivery of instruction Increase academic performance on all BMs, STAAR/EOC tested subjects, AP Exams	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets AP Exams

Goal area 3: Leadership growth

Strategy 2: Share trend data from campus walkthroughs with teachers to inform instructional practices and guide professional growth and goal-setting

Timeline: August 2026 - June 2027

Title 1 school components: comprehensive needs assessment, reform strategies, instruction by highly qualified teachers, teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty, provide professional development.

Persons responsible: New teacher support, department chairs, campus principal, dean of instruction, teacher mentors, administration, CTE department, CLL, Aps, lead teachers

Action Steps: Plan professional development: schedule and organize professional development training sessions.

Targeted support: identify teachers who would benefit from specific professional development opportunities.

Collaborative meetings: schedule department and CLL meetings to discuss strategies, share resources, and monitor progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Office of Academics Region One Content-Related Association/Orgs Conferences AP/Pre-AP Summer Institutes AP Classroom CTE Winter/Summer conference	Walkthrough documents Certificates Walkthroughs ERO Registrations Sign-In Sheets Artifacts	Increased teacher performance in the delivery of instruction Increase academic performance on all BMs, STAAR/EOC tested subjects, AP Exams	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets AP Exams

Goal Area 3: Leadership growth

Strategy 3: The campus leadership team will strengthen teaching and learning by fostering cross-curricular collaboration, promoting common instructional strategies, and creating action plans to ensure alignment across DC, AP, and STAAR curricula.

Timeline: August 2026 - June 2027

Title 1 school components: Comprehensive needs assessment, reform strategies, instruction by highly qualified teachers, teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty, provide professional development, integration of federal, state, and local services, programs and funds.

Persons responsible: AP leads, content coordinators, director of advanced academics, executive officer for high schools, early college director, department chairs, Pre-AP/AP teachers.

Action Steps: Collaborative learning: during CLCs, teachers will collaborate to share best practices and strategies for cross-curricular alignment.

AP Training: AP teachers who have not yet attended the APSI will participate in and complete the AP summer institute.

Department communication: hold regular department meetings to foster effective communication and coordination among teachers.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
AP Framework AP College Board CIF IXL Electronic Devices Equipment/Instructional Supplies	TEEMS Artifacts Walkthroughs Student Work Certificates ERO Registrations Sign-In Sheets Agendas	Increased teacher performance in student growth measures Improved AP enrollment Increased success rate of students completing the Pre-AP course. AP Content & Skills Performance Reports	Pre-AP/AP Learning Checkpoints Benchmarks Pre-AP/AP Tests IXL Student Progress Reports

Goal area 3: Leadership growth

Annual Goal: Our goal is to promote professional growth through expanded development opportunities and foster inclusion through mentorship and collaborative decision-making. We are committed to ongoing, transparent communication across all levels of campus leadership, ensuring initiatives and goals are consistently shared and reinforced throughout the year.

Objective 2: Enhance communication and collaboration among teachers, department chairs, and administrators

Strategy 1: Provide continuous feedback and maintain documentation on both new and ongoing initiatives

Timeline: August 2026 - June 2027

Title 1 school components: Comprehensive needs assessment, reform strategies, instruction by highly qualified teachers, teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty, provide professional development, integration of federal, state, and local services, programs and funds

Persons responsible: Campus principal, administration team, dean of instruction, CLL, teachers, department chairs.

Action steps: Develop feedback tools: create standardized forms and surveys to gather input from staff, students, and stakeholders.

Schedule review sessions: hold regular feedback sessions, such as quarterly reviews, to discuss the progress and challenges of initiatives.

Reflect and analyze: conduct reflection sessions where leaders review feedback and documentation to identify strengths and areas for improvement.

Inform professional development: use collected feedback and documentation to guide and tailor professional development plans for leaders, addressing specific needs and goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Lead4ward Resources Region One ESC DMAC Reports State and Accountability Reports Electronic Devices District Curriculum CIF APSI AP College Board Framework IXL CTE TEAMS bi-weekly meetings.	Scheduled and conducted regular department and grade-level meetings to discuss curriculum, student progress, and instructional strategies. Organized cross-departmental collaboration sessions and professional learning communities (PLCs) to discuss instructional practices, student data, and problem-solving strategies	Data showing improved student outcomes, such as higher performance on assessments or consistent implementation of instructional strategies across classrooms, correlating with enhanced teacher collaboration	Agendas Sign In Sheets Data Reports Presentations PD Resources

Goal area 3: Leadership growth

Strategy 2: Foster and maintain strong relationships to support collaborative, campus-wide decision-making.

Timeline: August 2026 - June 2027

Title 1 school components: Comprehensive needs assessment, reform strategies, instruction by highly qualified teachers, teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty, provide professional development, integration of federal, state, and local services, programs and funds.

Persons responsible: Principal, administrative team, CLL, department chairs, teachers.

Action steps: Identify stakeholders: compile a comprehensive list of individuals and groups involved in campus decision-making, including faculty, staff, students, administration, and external partners.

Engage regularly: schedule consistent meetings or check-ins with key stakeholders to review ongoing projects, upcoming decisions, and gather feedback or address concerns.

Follow Through: ensure that commitments made during discussions or meetings are completed promptly and effectively.

Evaluate and adjust: continuously assess the effectiveness of relationship-building strategies and make adjustments based on feedback and changing priorities

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TAPR/TELPAS Reports DMAC Reports Texas Assessment Lead4ward AP College Board IXL Equipment/Instructional Supplies Electronic Devices CIF Sustainability Equipment/Supplies	Established regular meetings with teachers, staff, and administrators to gather input and feedback on campus initiatives and policies. Recognized and celebrated collaborative efforts and contributions from staff to strengthen trust and engagement across the campus	Increased participation in campus committees, meetings, and collaborative decision-making processes, as reflected in attendance logs. Implementation of campus-wide initiatives that are effectively supported and consistently applied, demonstrating alignment and ownership across all groups.	Data Reports Agendas Sign-In Sheets Presentations PD Resources

AREA LEADS:



Goal area 4: Family and community

Areas Reviewed: Student Performance

Strengths

PSJA Early College High School recognizes that authentic family and community engagement is essential to student success. The campus values parents and families as partners in the educational process and provides opportunities for meaningful participation in campus planning, student support, academic success, and postsecondary preparation.

The campus's strong graduation and College, Career, and Military Readiness outcomes demonstrate the positive impact of coordinated efforts among students, families, teachers, counselors, administrators, and community partners.

Key strengths include:

- PSJA Early College High School maintains a graduation rate exceeding **99%**, reflecting strong collaboration among students, families, teachers, counselors, and campus leadership to ensure students remain on track for graduation.
- The campus achieved a **91% college, career, and military readiness rate**, demonstrating strong systems for communicating and supporting postsecondary opportunities for students and families.
- The Early College High School model provides families with meaningful opportunities to participate in and understand college readiness pathways, dual-credit opportunities, associate degree completion, TSI readiness, advanced coursework, and career exploration.
- The campus maintains strong student attendance, with an average daily attendance rate of approximately **95.4%**, reflecting ongoing communication and collaboration between the school and families.
- Parents and families are provided opportunities to participate in campus advisory and decision-making processes.
- The campus utilizes multiple methods of communication to provide families with timely information regarding student academic progress, attendance, graduation requirements, college readiness, and campus events.
- Teachers, counselors, administrators, and support staff collaborate with families to identify barriers that may impact student success and provide appropriate resources and support.
- PSJA Early College High School provides students and families with access to college and career information, financial aid resources, scholarship opportunities, dual-credit information, and postsecondary advising.
- The campus works collaboratively with district programs, higher education institutions, and community partners to expand opportunities and resources available to students and families.
- Families are viewed as essential partners in supporting student academic achievement, attendance, graduation, and postsecondary success.

These strengths provide a strong foundation for continued growth in family engagement and community partnerships.

Challenges

While PSJA Early College High School has established strong systems for student success, continued attention is needed to ensure that all families are meaningfully engaged and empowered to support their student's academic and postsecondary journey.

Increasing Meaningful Family Engagement

A continuing challenge is ensuring that family engagement extends beyond participation in campus events and includes meaningful involvement in student academic planning and decision-making.

The campus recognizes the need to increase opportunities for families to understand and actively support:

- Student academic progress
- STAAR and End-of-Course assessment expectations
- Graduation requirements
- College, Career, and Military Readiness indicators
- Dual-credit coursework
- TSI readiness
- Dual Language Program
- Associate degree pathways
- Financial aid and FAFSA requirements
- Scholarship opportunities
- College admissions processes
- Career exploration and workforce opportunities

The campus will continue developing strategies that empower families with the knowledge and resources necessary to actively support their student's educational goals.

Strengthening Communication Regarding Academic Progress

The campus recognizes the importance of providing families with timely, understandable, and actionable information regarding student performance.

Families need consistent opportunities to understand:

- Individual student academic strengths and needs
- Assessment results
- Intervention and accelerated learning plans
- Attendance concerns
- Graduation progress

- College readiness benchmarks
- Postsecondary opportunities

The campus will continue strengthening two-way communication between families and school personnel to ensure parents are active partners in addressing academic concerns before students experience significant learning gaps.

Engaging Families of Students Requiring Additional Support

The 2026 accountability data indicate that certain student populations require additional academic and linguistic support, particularly in Reading Language Arts and accelerated learning.

The campus will strengthen family engagement for:

- Emergent Bilingual students
- Students receiving Special Education services
- Students requiring accelerated learning
- Students experiencing attendance concerns
- Students demonstrating academic performance gaps

Families will be provided with opportunities to understand their student's academic progress, available interventions, accommodations, language support, and strategies that can support learning beyond the classroom.

The campus recognizes that meaningful family partnerships are particularly important when students require targeted academic intervention or additional support.

Attendance and Student Engagement

Although PSJA Early College High School maintains strong attendance, consistent attendance remains essential to sustaining academic achievement and ensuring students have access to rigorous instruction and intervention opportunities.

The campus will continue to monitor attendance and chronic absenteeism and collaborate with students and families to identify barriers that may impact regular attendance.

The campus will strengthen proactive communication and intervention systems related to:

- Chronic absenteeism
- Attendance patterns
- Student engagement
- Transportation barriers
- Health-related concerns

- Academic motivation
- Social-emotional needs

Families will remain important partners in promoting consistent school attendance and student engagement

Expanding Community Partnerships

As an Early College High School, PSJA ECHS recognizes the importance of building and sustaining partnerships that expand opportunities for students.

The campus will continue exploring opportunities to strengthen partnerships with:

- Institutions of higher education
- Business and industry partners
- Community organizations
- Postsecondary institutions
- Scholarship organizations
- Career and workforce development programs
- Health and social service agencies

Strong community partnerships will provide students with additional opportunities for college exploration, career awareness, mentoring, internships, work-based learning, and access to community resources

Data-Based Determination

Based on the analysis of campus data and stakeholder needs, PSJA Early College High School has determined that the primary focus for Goal Area 4: Family & Community Empowerment will be to strengthen meaningful partnerships among families, the school, institutions of higher education, and community organizations.

While the campus demonstrates exceptional outcomes in graduation and College, Career, and Military Readiness, sustaining and expanding these outcomes requires continued collaboration with families and community partners.

The campus will prioritize:

1. Increasing meaningful family engagement in academic and postsecondary planning.
2. Strengthening two-way communication regarding student progress.
3. Providing families with information and resources related to graduation and College, Career, and Military Readiness.
4. Increasing family understanding of the Early College High School model and postsecondary pathways.
5. Strengthening family partnerships for students requiring accelerated learning and targeted academic support.
6. Maintaining strong systems that promote student attendance and engagement.

7. Expanding partnerships with higher education institutions, businesses, and community organizations.
8. Increasing opportunities for families to participate in campus planning and decision-making.

Through meaningful family and community partnerships, PSJA Early College High School will continue empowering students and families with the knowledge, resources, and support necessary to achieve academic success, graduate prepared for postsecondary opportunities, and successfully transition to college, career, and lifelong success

Goal Area 4: Family and community

Annual Goal 1: To uphold academic excellence, we will create a safe and supportive learning environment and promote consistent student attendance for effective instruction

Objective 1: Maintain a safe school culture for all stakeholders.

Strategy 1: Establishing a safe and respectful campus culture

Timeline: August 2026 - June 2027

Title 1 school components: Comprehensive needs assessment, effective and timely assistance to students experiencing difficulty, provide professional development, integration of federal, state, and local services, programs and funds.

Persons responsible: Campus principal, counselors, administrative team, campus police officers, campus security staff, district police department, teachers and staff, campus leadership liaison, nurses, custodial staff, district licensed professional counselor.

Action Steps: Conduct staff training on harassment, bullying/regulations, and other resources.

Participate in continued professional development for teachers through CLCs, self-paced training sites on school safety.

Foster and promote a safe school learning climate that is conducive to students' social and emotional learning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title IX Regulations District Policies District Legal and Local Policies Safety Training Videos Hoonuit Platform CIF (California Interscholastic Federation) Approved Online Safety Training Use of Electronic Devices Sustainability Practices Equipment and Supplies District LPC Presentations Professional Development (PD) Resources	Walkthroughs Training Certificates Attendance Reports Report Cards Discipline Referrals Teacher Observations Checks for Understanding Progress Monitoring RN Referrals and Notes Comprehensive Needs Assessment	Decrease in violence and bullying referrals. Improved attendance and student participation in school-related activities.	Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes

Goal area 4: Family and community

Strategy 2: Fostering a safe campus atmosphere that supports concentration and reduces distractions.

Timeline: August 2026 - June 2027

Title 1 school components: Implementation of a schoolwide tiered model to prevent and address problem behavior

Persons responsible: Campus principal, assistant principal, teachers, school resource officer, counselors, administrative team, campus guardian, campus security staff, district police department.

Action Steps: Collaborative efforts between teachers and security staff help promote student punctuality, fostering a focused and productive learning environment. Through partnership, teachers and security personnel can effectively address challenges such as hallway lingering or tardiness linked to security concerns. By working together, educators and security staff take a proactive role in ensuring students arrive to class on time, minimizing disruptions to instruction. Joint collaboration between staff and security supports timely student transitions and provides solutions to issues like hallway delays or security-related tardiness.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Restroom logs Parent call logs Action plans Discipline logs ISS	Restroom Logs Parent Communication Logs Action Plans Discipline Logs In-School Suspension (ISS) Records Attendance Reports Report Cards Discipline Referrals Updated Student Photos in TAC	Reduction in incidents of violence and substance abuse referrals Improved attendance rates and student participation in school-related activities Decrease in students requiring credit recovery Increased timeliness through “Start on Time” sweeps Accurate student identification Consistent formative security walkthroughs	Formative security walkthroughs

Goal area 4: Family and community

Strategy 3: Develop a structured plan of action with clearly defined consequences for students who demonstrate habitual misbehavior.

Timeline: August 2026 – June 2027

Title 1 school components: Implementation of a schoolwide tiered model to prevent and address problem behavior

Persons responsible: Campus principal, assistant principal, teachers, school resource officer, counselors, administrative team, campus guardian, campus security staff, district police department.

Action Steps: Hold collaborative meetings with parents, students, and school counselors or attendance officers to address attendance concerns and create individualized improvement plans. Implement automated notifications (emails, texts, phone calls) to inform parents of each absence and outline potential consequences for continued absenteeism. Provide orientation sessions for students and parents highlighting the importance of consistent attendance and detailing the repercussions of excessive absences. Conduct scheduled family check-ins for students with chronic absences to identify barriers, discuss solutions, and connect families with support resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Discipline Referrals Behavioral Intervention Plans Student Code of Conduct	Teacher logs documenting parent communication Student Code of Conduct acknowledgment signed during registration Student adherence to the Code of Conduct Summative assessments, including referral data reports Formative assessments, including student surveys	Implementation of a schoolwide, tiered model to prevent and address behavioral concerns	Summative assessment, running reports for referrals Formative assessment, student surveys

Goal area 4: Family and community

Annual Goal: To uphold academic excellence, we must provide a safe learning environment and ensure students are consistently present to receive high-quality instruction.

Objective 2: Attendance will be increased to 97%.

Strategy 1: Recovery of students who have withdrawn or not attended school.

Timeline: September 2026 – May 2027

Title 1 school components: Comprehensive needs assessment, reform strategies, instruction by highly qualified teachers, teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty, provide professional development, integration of federal, state, and local services, programs and funds.

Persons responsible: PEIMS clerks, community liaison, teachers, assistant principals, attendance team.

Action steps: Form attendance task force: establish a team of teachers, administrators, parents, and community representatives to lead and monitor attendance initiatives.

Conduct regular reviews: hold consistent meetings to analyze attendance data, track progress, and plan interventions for students with chronic absences.

Communicate progress: share updates with the school community, celebrating improvements and identifying areas needing attention.

Provide support resources: offer targeted resources such as transportation assistance, counseling, or tutoring to address barriers to consistent attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Attendance logs Communication logs	Attendance teams identify and make contact with students Community liaison opens communication with student guardians Teachers make home visits to encourage students with low attendance to return to campus	Students return to campus to complete credits	Countdown to Zero Program Staff Recovery Walks Home Visits

Goal area 4: Family and community

Strategy 2: Establish a plan of action with concise repercussions for habitual students.

Timeline: September 2026 – May 2027

Title 1 school components: Implementation of a schoolwide tiered model to prevent and address problem behavior

Persons responsible: Campus principal, assistant principal, teachers, school resource officer, counselors, administrative team, campus guardian, campus security staff, district police dept.

Action steps: Hold collaborative meetings: organize meetings with parents, students, and school counselors or attendance officers to address attendance concerns and create individualized improvement plans.

Communicate absences promptly: send automated notifications (emails, texts, or calls) to parents for each absence, including potential consequences for continued absences.

Provide orientation: conduct sessions for students and parents to emphasize the importance of regular attendance and explain consequences of excessive absences.

Maintain ongoing support: schedule regular check-ins with families of students with frequent absences to discuss challenges and provide necessary support resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Discipline referrals, behavioral plans Student code of conduct	Teacher logs for parent contact Student code of conduct signed during registration	Students follow the code of conduct	Summative assessment, running reports for referrals Formative assessment, student surveys

Goal area 4: Family and community

Strategy 3: Intentional planning for recovery of credit for transitional community

Timeline: September 2025 – May 2026

Title 1 school components: Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk

Persons responsible: Teachers, assistant principals

Action steps: Initial meeting: The student will meet with the school counselor and course administrator to review failed courses and confirm eligibility for credit recovery.

Establish guidelines: Develop clear criteria for credit recovery, including timelines, attendance expectations, and performance standards.

Create personalized plans: Design individualized learning plans that may include flexible scheduling, one-on-one tutoring, online courses, or alternative assignments to support academic recovery.

Provide Recovery Options: Offer multiple credit recovery opportunities, such as after-school programs, summer school, online courses, and weekend classes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Clever, Imagine; Edgenuity, Course work packets	Sign In Sheets Data Reports Attendance log Decrease of NG's,	Credit is recovered. The student is no longer credit deficient and is now at par with grade level	Formative: Benchmarks and Summative: STAAR results

ADDENDUM:**Parent & Family Engagement (PFE) Policy**

2026-2027 Parent & Family Engagement (PFE) Program	
What is it?	PSJA Early College High School is committed to our vision: At PSJA Early College High School, we foster a diverse environment where every student is empowered to pursue their educational aspirations and inspired to contribute to our community and world-wide society through our continued tradition of excellence. As a PSJA family, we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. 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 funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's need.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home–school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child’s education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. 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.

How to be Involved	Parents are invited to become parent volunteers by completing volunteer forms and attending an orientation. They, along with parents that are not volunteers, are invited to family training and activities. A variety of media tools are used to invite parents to meetings including but not limited to personal phone calls, class dojo, mass messenger, personal invite, etc.
Family Trainings/Activities	Family trainings are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. 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 (September 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • Best Practices Conference Showcase (August 2026) • National Parent Involvement Day (November 2026) • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Special Education Parent Conference (Year-Round) • Counselor’s Cafe (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, March 2027) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (October 2026) • Understanding Assessment Meetings (January 2027) • TELPAS con Tamales (December 2026) • Cultural Family Night (September 2027)

Curriculum	PSJA Early College High School utilizes high-quality curriculum that supports student success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Lowman • IXL • Beanstack • Vocaroo • McGraw Hill • Wayground • No Red Ink • Magic School			
Forms of Academic Assessments	PSJA Early College High School has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via an assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. 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 PSJA Early College High School tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. PSJA Early College High School welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
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. • Implement lessons and activities aligned with sustainability goals.	• Provide a dedicated learning space at home for studying, completing homework, and using technology. • Support their child’s learning through ongoing dialogue, homework	• 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	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: • The PSJA District Website, Parent Website, and Campus Websites

• 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,	assistance, and active listening. • Attend parent meetings where educational and extracurricular decisions are discussed. • Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	and personally. • Work collaboratively with others to enhance learning experiences. • Treat others with respect and dignity. • Ask for help when support is needed in learning.	• Parent–Teacher conferences and phone calls • Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families • Progress Reports every three weeks • Report Cards every six weeks
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We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!

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

2026-2027 Política de Participación de Padres y Familias (PFE)

¿Que es?	La Escuela Preparatoria PSJA Early College está comprometida con nuestra visión: En la Escuela Preparatoria PSJA Early College, fomentamos un entorno diverso donde cada estudiante se empodera para alcanzar sus aspiraciones educativas y se inspira para contribuir a nuestra comunidad y a la sociedad global a través de nuestra continua tradición de excelencia. Como familia PSJA, nos esforzamos por brindar una educación de alta calidad e individualizada para cada estudiante, desarrollando y manteniendo relaciones con las familias y la comunidad. El Programa Estatal Título I, Parte A, proporciona fondos para escuelas de bajo nivel socioeconómico. Esto nos permite cumplir con las expectativas de la Agencia de Educación de Texas y el Departamento de Educación de los Estados Unidos.
Fondos	Se asignarán fondos del Título I al programa de participación de padres y familias. Los programas, actividades y procedimientos se planificarán e implementarán en consulta con los padres de los niños participantes.
Revisar	Todo uso de fondos y actividades puede ser revisado por la Agencia de Educación de Texas a solicitud para garantizar que satisfagan las necesidades del programa de los padres.
Reuniones familiares	Además de las reuniones del Título I, los campus organizan reuniones familiares sobre diversos temas que apoyan, informan y empoderan a las familias, brindándoles información valiosa y concientizándolas sobre temas que fortalecen la conexión entre el hogar y la escuela. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, garantizando que se comparta información esencial y que los padres se sientan valorados como colaboradores en la educación de sus hijos. Las reuniones de padres se llevan a cabo mensualmente. En agosto, el personal del campus se reúne con educadores de padres y padres voluntarios para hablar sobre la importancia de la unidad familiar y revisar los requisitos del Título I. Durante este tiempo, se capacita a los maestros y al personal sobre el valor y la utilidad de las contribuciones de los padres y las familias, y sobre cómo acercarse, comunicarse y colaborar eficazmente con las familias como socios en igualdad de condiciones. En septiembre, cada campus debe celebrar dos reuniones del Título I en diferentes días y horarios. Los educadores de padres planifican y dirigen estas sesiones, revisando todos los componentes del Título I con los padres. En el semestre de primavera, los padres se reúnen para brindar comentarios sobre la Política de Participación de Padres y Familias del Campus. Además de esta política, también se realizan reuniones a lo largo del año para revisar y actualizar el Convenio entre la Escuela y los Padres y el Plan de Mejora del Campus. Es esencial que un comité de padres, educadores de padres y administradores planifique, desarrolle, evalúe y revise la documentación del Título I de manera consistente durante todo el año para garantizar el cumplimiento y la participación familiar significativa.
Como participar	Se invita a los padres a ser voluntarios completando los formularios de voluntariado y asistiendo a una orientación. Ellos, junto con los padres que no son voluntarios, están invitados a capacitaciones y actividades familiares. Se utilizan diversas herramientas multimedia para invitar a los padres a las reuniones, incluyendo, entre otras, llamadas telefónicas personales, Class Dojo, mensajería masiva, invitación personal, etc.

Familia Capacitaciones/ Actividades	Las capacitaciones familiares ofrecen oportunidades para que los miembros de la familia adquieran nuevos conocimientos y habilidades de otros padres, miembros de la comunidad y educadores. Participar en estas capacitaciones y eventos escolares empodera a las familias para apoyar el aprendizaje de sus hijos en casa, fortalecer las relaciones con la comunidad escolar y participar activamente en el éxito académico y social de sus hijos. • Meet the Teacher Night/Open House en Elementary and Secondary Campuses (agosto 2025 and marzo 2026) • Conferencias de padres y maestros (Todos los niveles de grados- agosto 2025 and marzo 2026) • Halloween Trunk/Treat (octubre 2026) • Desfile de Red Ribbon (octubre 2025) • Presentación de la conferencia sobre mejores prácticas (agosto 2025) • Día Nacional de la Participación de los Padres (noviembre 2025) • Reuniones de asesoramiento sobre salud escolar (noviembre 2025, marzo 2026, mayo 2026) • Conferencia de padres de educación especial (Todo el año) • Counselor's café (septiembre 2025-mayo 2026) • Posada Navideña (diciembre 2025) • Reuniones de funcionarios del Consejo Asesor del Distrito para todos los padres funcionarios de todos los planteles (octubre 2025, diciembre 2025 y marzo 2026) • Reuniones del campus del Título I (septiembre 2025) • Política del campus Reuniones del campus (noviembre 2025) • Reuniones del Pacto del plantel (febrero 2026) • Reuniones de retroalimentación de plan del plantel (abril 2026) • Reuniones de asistencia (octubre 2025) • comprensión del reuniones de evaluación (enero 2026) • TELPAS con Tamales (diciembre 2025) • Noche de cultura (septiembre 2026)
Plan de estudios	La Escuela Preparatoria PSJA Early College utiliza un plan de estudios de alta calidad que apoya el éxito de los estudiantes. • TEKS (Texas Essential Knowledge and Skills) systema de recursos • Summit K-12 • Lowman • IXL • Beanstack • Vocaroo • McGraw Hill • Wayground • No Red Ink • Magic School
Formas de evaluación	La escuela preparatoria PSJA Early College High School cuenta con evaluaciones formativas comunes que todos los docentes aplican. Independientemente del docente, cada niño es evaluado mediante una evaluación proporcionada por el Sistema de

académica	Recursos TEKS, que modela cada evaluación según las Evaluaciones de Preparación Académica del Estado de Texas (STAAR). Las pruebas STAAR anteriores se publican y se utilizan para la evaluación y la instrucción, además de otros planes de estudio.			
Niveles de logro esperados en evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden encontrar en este sitio web: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards La Escuela Preparatoria PSJA Early College monitorea el progreso de cada estudiante a lo largo del año mediante evaluaciones locales (mencionadas anteriormente). Cada estudiante tiene un expediente donde los maestros le ayudan a monitorear su propio progreso académico.			
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los tutores pueden aportar sugerencias, ideas o inquietudes a las reuniones mensuales de padres. Si algún padre/tutor desea reunirse con un administrador o el maestro de su hijo/a en otro momento, puede visitar la escuela, enviar un correo electrónico o llamar al campus. La Escuela Preparatoria PSJA Early College agradece cualquier idea, comentario o inquietud; valoramos a cada familia en nuestro distrito escolar.			
Convenio entre la escuela y los padres	Responsabilidades de la escuela	Responsabilidades del Guardian	Responsabilidades del estudiante	Comunicación continua
	• Proporcionar un currículo e instrucción de alta calidad centrados en la diferenciación para apoyar el crecimiento de cada estudiante. • Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. • Ofrecer a los padres múltiples oportunidades para ser voluntarios en cualquier campus del distrito o centro de alfabetización para padres. • Permitir que los padres participen en las decisiones académicas y extracurriculares que afectan a sus hijos. • Involucrar a los padres	• Proporcionar un espacio de aprendizaje exclusivo en casa para estudiar, hacer las tareas y usar la tecnología. • Apoyar el aprendizaje de su hijo mediante el diálogo continuo, la ayuda con las tareas y la escucha activa. • Asistir a las reuniones de padres donde se discuten decisiones educativas y extracurriculares. • Colaborar con otros padres y el personal escolar, manteniendo una mentalidad abierta y receptivos a nuevas ideas.	• Estar abierto a nuevas ideas y aprender de los demás. • Asistir a la escuela a diario y ser puntual. • Comportarse responsablemente y cumplir con todas las normas escolares. • Esforzarse siempre por mejorar académica y personalmente. • Trabajar en colaboración con los demás para enriquecer las experiencias de aprendizaje. • Tratar a los demás con respeto y dignidad.	Para mantener una sólida colaboración entre el hogar y la escuela, PSJA garantiza una comunicación constante y continua a través de: • El sitio web del distrito, el sitio web para padres y los sitios web de las escuelas de PSJA • Reuniones y llamadas telefónicas entre padres y maestros • Reuniones mensuales para padres, capacitaciones, clases de alfabetización y eventos familiares en diferentes horarios y días para adaptarse a todas las familias

mediante diversas actividades de participación familiar: • Implementar sesiones orientadas al trabajo en equipo que ofrezcan estrategias de alfabetización para todos los padres. • Organizar reuniones que cubran diversos temas relevantes.		• Pedir ayuda cuando se necesite apoyo para el aprendizaje.	• Informes de progreso cada tres semanas • Boletines de calificaciones cada seis semanas
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Valoramos a cada padre, madre y tutor en nuestro distrito escolar. ¡Gracias por ser parte importante de nuestra familia PSJA!

This policy is also available in English. (Esta política también está disponible en inglés.)