



Campus Improvement Plan

PSJA Collegiate School of Health Professions

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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Vision

PSJA Collegiate School of Health Professions provides personalized attention and rigorous academic instruction focused on health sciences to educate the next generation of healthcare and medical professionals.

Mission

Through a small, early college 9th-12th grade setting, at the Dr. Daniel P. King PSJA College & University Center, PSJA Collegiate School of Health Professions will provide personalized attention and advanced academic opportunities, to prepare students to receive a college certificate, associate degree, or credit hours toward a Baccalaureate Degree. Experienced faculty and staff will provide the social support necessary for student success, ensuring that students participate, compete, and excel in a global society.

District Strategic Direction



Campus Executive Summary

Executive Summary 2026-2027

Mission: Through a small, early college 9th-12th grade setting providing personalized attention and advanced academic opportunities, PSJA Collegiate prepares students to receive a college certificate, associate degree or credit hours toward a Baccalaureate Degree. Experienced faculty and staff provide the social support necessary for student success, to ensure students participate, compete, and excel in a global society.

Vision: PSJA Collegiate provides personalized attention and rigorous academic instruction focused on health sciences to educate the next generation of healthcare and medical professionals.

Demographics Summary: The current enrollment as of August 2026 is 418 students in 9th, 10th, 11th, and 12th grade. The student population consists of 99% Hispanic. Our students represent a low socio-economic status of approximately 98% with 2 migrant students. Approximately 8% of our student population receive special education services, while 5% receive accommodations under Section 504. Our Gifted and Talented population accounts for approximately 16% of our student population. The bilingual population is approximately 19% where most of the students' home language is Spanish.

Comprehensive Needs Assessment Summary: PSJA Collegiate earned an accountability rating of an A with an overall score of a 99. In English I EOC, we scored 99% at the approaches level, 91% at the meets level, and 24% at the Masters level. In English II EOC, we scored 98% approaches, 91% meets, 29% masters. In Algebra 1 EOC, we scored 98% at the approaches level, 92% at the meets level, and 61% at the Masters level. In Biology 1 EOC, we scored 100% at the approaches level, 95% meets level, and 58% Masters level. US History STAAR EOC performed at 98% approaches, 89% meets, and 43% masters. Overall, PSJA Collegiate attained an overall percentage of 98% at the approaches level, 90% at the meets level, and 38% at the Masters level, in the STAAR EOC subjects of English 1, English 2, Algebra 1, Biology, and US History.

Curriculum and Instruction and Assessment: PSJA Collegiate School of Health Professions offers a rigorous curriculum with a highly qualified staff of high school, high school/dual credit, and college professors. All courses offered are College-Prep, Pre-AP, AP, and/or Dual Credit classes. All students have an opportunity to receive a high school diploma under the Distinguished Level of Achievement with Collegiate Honors graduation plan, complete the college core curriculum, obtain college certificates, earn an associate degree, or at least 60 credit hours toward a Baccalaureate Degree during grades 9 – 12. Students at PSJA Collegiate High School can participate in Fine Arts and Athletics at their zoned comprehensive high school. Students can also receive high school endorsements in Career Technical Education, Dual Language Bi-Literacy, and join the PSJA Academies. We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support are offered tutoring before school, after school, and during Saturday Academies.

Summary of Goals: PSJA Collegiate School of Health Professions will improve student mastery of grade level TEKS by utilizing high-quality instructional materials, and TEKS-based, data-driven instruction to increase the number of all students scoring at the meets or Masters level on STAAR EOC and by maintaining or increasing at least 5% in all subject areas and subgroups. In English I EOC for ninth grade, we will increase the percent of students reaching the Masters level to at least 47% this school year. In English II EOC for tenth grade, we will increase the percent of students reaching the Masters level to at least 30% this school year. Close the achievement gap by 30% of the EB populations meeting the Masters level in English I EOC, English II EOC, Biology EOC, and US History EOC. 100% of parents will have the opportunity to participate in school events and engagement activities. PSJA Collegiate will continue to partner with community stakeholders to further establish the campus and ensure the success of all students.

Mariza Saenz, Principal

Reyna Torres, Teacher Leader

Karla Cantu, Parent

PSJA Collegiate School of Health Professions**9-12 Early College Campus
School Profile**

CEEB Code: 108-909-016

Main Office: 956.354.2290

Website: <https://www.psjaisd.us/collegiateHS>

Principal: Mrs. Mariza Saenz

Assistant Principals: Mr. Mario Gonzalez and Mrs. Iris Suarez

School Counselor: Mrs. Marlen Perez

Community

As a tri-city public school district offering a pre-kindergarten through twelfth-grade curriculum, PSJA caters to a 30,000-student body and is focused on preparing every student to participate, compete, and excel in a global society to foster multi-generational prosperity. The school district is located along the border with Mexico and is the second largest in Hidalgo County. Close to 99% of the student body is Hispanic, 93% Economically Disadvantaged and 41% Limited English Proficient. Despite the area's demographics, PSJA ISD has rapidly become a state and national leader in creating more academic opportunities for all students. As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college, and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

School

The staff of PSJA Collegiate High School of Health Professions shall provide advanced educational opportunities to all students, so that they may graduate, within a four-year period, with an associate degree or college credit; thus, instilling the immediate desire for further post-secondary education to produce well rounded community leaders. Students have an opportunity to receive a high school diploma under the Distinguished Level of Achievement graduation plan with Collegiate Honors. With our higher education partners, South Texas College and The University of Texas Rio Grande Valley, students may also participate in the PSJA Academies to complete the college core curriculum, obtain college certificates, earn an associate degree, or at least 60 credit hours toward a Baccalaureate Degree during 9th – 12th grade.

Curriculum

PSJA Collegiate School of Health Professions provides an instructional atmosphere with an emphasis on health care professions that promotes college readiness through an academic design. The side-by-side high school/college degree plan crosswalks will include the 42-credit hour academic core curriculum plus 18 credit hours in the specific fields of study (60 credit hours). Programs/Courses offered for student success include:

- Associate degrees from South Texas College: Biology, Business Administration, Education, Graphic Arts, Mathematics, Computer Science and Interdisciplinary
- Certificates from South Texas College: Electrical Assistant, HVAC, Welding, and Culinary Arts
- Dual Enrollment/Concurrent (South Texas College & University of Texas RGV)
- Pre-AP Courses: Algebra 1, Geometry, English 1, English 2, World Geography, Biology

- AP Courses: Calculus AB, English 3, English 4, World History, US History, Government, Macroeconomics, Biology, Chemistry, Physics, Environmental Science, Spanish Language, Spanish Literature, AP Seminar, AP Research
- College Preparatory & Support Courses
- Foreign Language Courses
- Career and Technology Courses
- Fine Arts Courses
- Special Education Unit and Inclusion Program
- Common Instruction Framework (CIF) Model
- Enrichment & Advisory Period
- Summer Bridge Program
- College & Career/Go Center
- Counselor Cafe
- Parent/Student Connections
- Title I School-wide Program

Grading and Ranking Procedures

A 90-100 B 80-89 C 75-79 D 70-74 F below 70

Test Score Information

Student test data is included with the students' zoned comprehensive high school accountability report.

Extracurricular Opportunities

- Art Club
- Business Professionals of America (BPA)
- Battle of the Books
- Batalla de Libros
- Book Club
- Chess Club
- Cinema & Media Club
- Collegiate Learning Club
- Fellowship of Christian Athletes (FCA)
- Future Healthcare Explorers Club (FHEC)
- Health Occupations Students of America (HOSA)
- Japanese Club
- Lego Club
- Library Advisory Board (LAB)
- National Honor Society (NHS)
- Robotics Club

- Science Club
- Spanish Club
- Student Council
- Yearbook Club
- Senior Class
- Junior Class
- Sophomore Class
- Freshmen Class

Students may participate in extracurricular activities with their zoned comprehensive high school such as:

- UIL Competitive Events
- UIL Academics
- Folklorico Dance Team
- Drill Team
- Band / Color Guard
- Orchestra
- Mariachi
- Choir
- Theatre
- Athletics
- Future Farmers of America (FFA)

Colleges Attended by Graduates

PSJA Collegiate High School of Health Professions currently has 9th, 10th, 11th and 12th grade students.

Graduation Plans

Distinguished Level of Achievement with Collegiate Honors Program

Distinguished Level of Achievement Program

Foundations Program

Contact Information

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Phone (956) 354-2290

Campus Performance Objectives Council

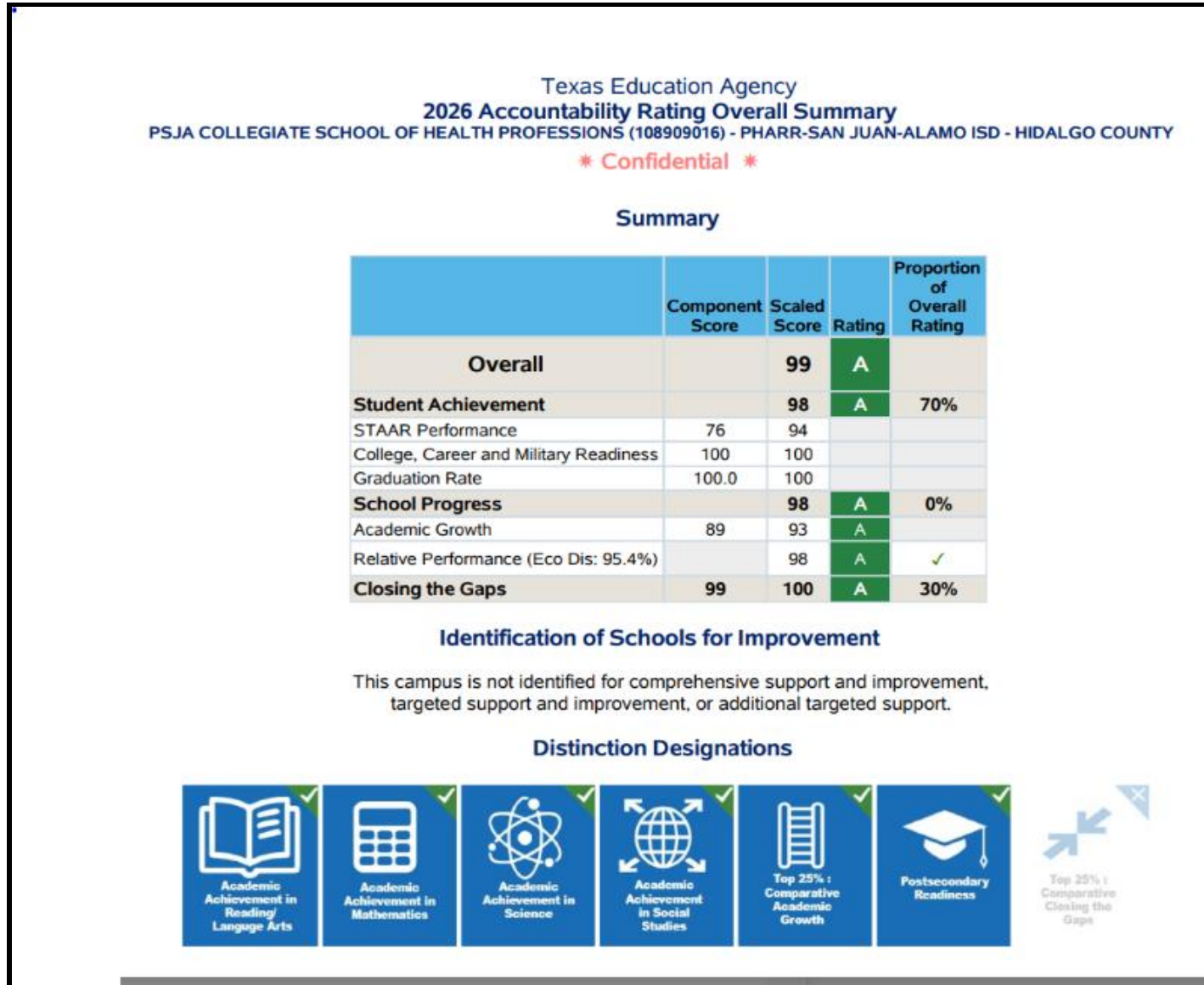
Focus Area 1: Effective Teaching & Learning	
Name	Role
Mariza Saenz	Principal
Mario Gonzalez	Assistant Principal
Iris Suarez	Assistant Principal
Reyna Torres	Collaborative Learning Leader
Rachel Alvarez	Librarian
Jason Crutchfield	Social Studies Department Head
Brittany Herrera	English Department Head
Jesus Hernandez	Math Department Head
Analynn Gundran	Science Department Head
Miguel Santos	CTE/Electives Department Head
Focus Area 2: Student Supports	
Name	Role
Mariza Saenz	Principal
Mario Gonzalez	Assistant Principal
Iris Suarez	Assistant Principal
Marlen Perez	Counselor
Reyna Torres	Collaborative Learning Leader
Rachel Alvarez	Librarian
Jason Crutchfield	Social Studies Department Head
Brittany Herrera	English Department Head
Jesus Hernandez	Math Department Head
Analynn Gundran	Science Department Head
Miguel Santos	CTE/Electives Department Head
Michael Ramirez	Campus Instructional Technologist

Focus Area 3: Leadership Growth	
Name	Role
Mariza Saenz	Principal
Mario Gonzalez	Assistant Principal
Iris Suarez	Assistant Principal
Reyna Torres	Collaborative Learning Leader
Rachel Alvarez	Librarian
Jason Crutchfield	Social Studies Department Head
Brittany Herrera	English Department Head
Jesus Hernandez	Math Department Head
Analynn Gundran	Science Department Head
Miguel Santos	CTE/Electives Department Head
Focus Area 4: Family & Community Empowerment	
Name	Role
Mariza Saenz	Principal
Mario Gonzalez	Assistant Principal
Iris Suarez	Assistant Principal
Marlen Perez	Counselor
Reyna Torres	Collaborative Learning Leader
Rachel Alvarez	Librarian
Lyana De Leon	Financial Aid Officer
Rhodora Elizondo	Teacher
Brittany Herrera	Teacher
Selina Elizondo	Teacher
Miranda Guajardo	Teacher
Perla Oyervides	Teacher
Benjamin Rios	Teacher
Osiel Noyola	Teacher
Thalia Garcia	Teacher
Karla Cantu	Parent
Marissa Hernandez	Business Partner

Data Sources Reviewed

1. 2025 – 2026 Attendance
2. 2026 STAAR Performance
3. 2026 Identification of Schools for Improvement
4. 2026 TELPAS Performance
5. 2026 TELPAS Performance
6. Discipline Referrals
7. PEIMS Demographics
8. Walkthroughs Data
9. Parental Involvement Data
- 10.T-TESS Evaluation/ Teacher Incentive Allotment
- 11.Technology Inventories
- 12.District/Campus Climate Survey Results
- 13.Teacher Certification
- 14.Professional Development Plan

Campus Overall Summary



Retrieved on _____, 2026 from _____ (link to your summary report)

Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

- 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
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	4	-	-	-	-	-	4	4	4	-	4
2025	-	4	-	-	-	-	-	4	4	3	-	4
2026	-	4	-	-	-	-	-	4	4	3	-	4
Academic Achievement Status: Mathematics												
2024	-	4	-	-	-	-	-	4	4	-	-	4
2025	-	4	-	-	-	-	-	4	4	-	-	4
2026	-	4	-	-	-	-	-	4	4	-	-	4
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	4	-	3
2025	-	3	-	-	-	-	-	3	3	4	-	3
2026	-	3	-	-	-	-	-	3	3	4	-	3
Academic Growth Status: Mathematics												
2024	-	4	-	-	-	-	-	4	4	-	-	4
2025	-	4	-	-	-	-	-	4	4	-	-	4
2026	-	4	-	-	-	-	-	4	4	-	-	4
School Quality (College, Career, and Military Readiness Performance)												
2024	-	-	-	-	-	-	-	-	-	-	-	-
2025	-	4	-	-	-	-	-	4	4	-	-	4
2026	-	4	-	-	-	-	-	4	-	-	-	4
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									4			

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance

PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	192	86	88	105	471	
Approaches GL or Above	189	84	88	103	464	99%
Meets GL or Above	173	71	84	93	421	89%
Masters GL	51	43	52	45	191	41%
Total Percentage Points						229%
Component Score						76

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	99%	100%	99%	100%	-	50%	-	-	98%
At Meets GL Standard or Above	89%	100%	89%	100%	-	50%	-	-	90%
At Masters GL Standard	41%	0%	41%	0%	-	50%	-	-	39%
Number of Tests									
At Approaches GL Standard or Above	464	1	459	3	-	1	-	-	445
At Meets GL Standard or Above	421	1	416	3	-	1	-	-	405
At Masters GL Standard	191	0	190	0	-	1	-	-	178
Total Tests	471	1	465	3	-	2	-	-	452
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	98%	-	99%	100%	-	0%	-	-	98%
At Meets GL Standard or Above	90%	-	91%	100%	-	0%	-	-	91%
At Masters GL Standard	27%	-	27%	0%	-	0%	-	-	25%
Number of Tests									
At Approaches GL Standard or Above	189	-	188	1	-	0	-	-	181
At Meets GL Standard or Above	173	-	172	1	-	0	-	-	167
At Masters GL Standard	51	-	51	0	-	0	-	-	46
Total Tests	192	-	190	1	-	1	-	-	184
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	98%	-	98%	100%	-	-	-	-	98%
At Meets GL Standard or Above	83%	-	82%	100%	-	-	-	-	83%
At Masters GL Standard	50%	-	51%	0%	-	-	-	-	49%
Number of Tests									
At Approaches GL Standard or Above	84	-	83	1	-	-	-	-	80
At Meets GL Standard or Above	71	-	70	1	-	-	-	-	68
At Masters GL Standard	43	-	43	0	-	-	-	-	40
Total Tests	86	-	85	1	-	-	-	-	82
Science									
Percent of Tests									

Texas Education Agency
2026 STAAR Performance

PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
At Approaches GL Standard or Above	100%	-	100%	100%	-	-	-	-	100%
At Meets GL Standard or Above	95%	-	95%	100%	-	-	-	-	95%
At Masters GL Standard	59%	-	60%	0%	-	-	-	-	58%
Number of Tests									
At Approaches GL Standard or Above	88	-	87	1	-	-	-	-	83
At Meets GL Standard or Above	84	-	83	1	-	-	-	-	79
At Masters GL Standard	52	-	52	0	-	-	-	-	48
Total Tests	88	-	87	1	-	-	-	-	83
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	98%	100%	98%	-	-	100%	-	-	98%
At Meets GL Standard or Above	89%	100%	88%	-	-	100%	-	-	88%
At Masters GL Standard	43%	0%	43%	-	-	100%	-	-	43%
Number of Tests									
At Approaches GL Standard or Above	103	1	101	-	-	1	-	-	101
At Meets GL Standard or Above	93	1	91	-	-	1	-	-	91
At Masters GL Standard	45	0	44	-	-	1	-	-	44
Total Tests	105	1	103	-	-	1	-	-	103

Texas Education Agency
2026 STAAR Performance

PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Data Table: Additional Student Groups

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	99%	98%	100%	100%	95%	98%	89%	88%	99%	97%	100%	-	-	100%
At Meets GL Standard or Above	89%	90%	83%	95%	76%	86%	57%	75%	89%	89%	80%	-	-	80%
At Masters GL Standard	41%	39%	63%	68%	18%	37%	11%	13%	42%	37%	20%	-	-	20%
Number of Tests														
At Approaches GL Standard or Above	464	440	24	78	80	202	25	7	356	108	5	-	-	5
At Meets GL Standard or Above	421	401	20	74	64	179	16	6	322	99	4	-	-	4
At Masters GL Standard	191	176	15	53	15	76	3	1	150	41	1	-	-	1
Total Tests	471	447	24	78	84	207	28	8	360	111	5	-	-	5
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	98%	98%	100%	100%	94%	98%	90%	75%	99%	96%	100%	-	-	100%
At Meets GL Standard or Above	90%	91%	80%	100%	72%	86%	50%	75%	90%	89%	75%	-	-	75%
At Masters GL Standard	27%	25%	60%	56%	6%	23%	0%	0%	26%	30%	25%	-	-	25%
Number of Tests														
At Approaches GL Standard or Above	189	179	10	32	34	79	9	3	144	45	4	-	-	4
At Meets GL Standard or Above	173	165	8	32	26	70	5	3	131	42	3	-	-	3
At Masters GL Standard	51	45	6	18	2	19	0	0	37	14	1	-	-	1
Total Tests	192	182	10	32	36	81	10	4	145	47	4	-	-	4
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	98%	98%	100%	100%	100%	97%	80%	100%	97%	100%	-	-	-	-
At Meets GL Standard or Above	83%	83%	75%	79%	94%	82%	60%	50%	84%	77%	-	-	-	-
At Masters GL Standard	50%	49%	75%	50%	41%	42%	20%	0%	52%	38%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	84	80	4	14	17	32	4	2	71	13	-	-	-	-
At Meets GL Standard or Above	71	68	3	11	16	27	3	1	61	10	-	-	-	-
At Masters GL Standard	43	40	3	7	7	14	1	0	38	5	-	-	-	-
Total Tests	86	82	4	14	17	33	5	2	73	13	-	-	-	-
Science														

Texas Education Agency
2026 STAAR Performance
 PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

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
Percent of Tests														
At Approaches GL Standard or Above	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-	-	-
At Meets GL Standard or Above	95%	95%	100%	94%	89%	95%	67%	100%	96%	94%	-	-	-	-
At Masters GL Standard	59%	57%	83%	83%	32%	54%	33%	50%	58%	65%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	88	82	6	18	19	37	6	2	71	17	-	-	-	-
At Meets GL Standard or Above	84	78	6	17	17	35	4	2	68	16	-	-	-	-
At Masters GL Standard	52	47	5	15	6	20	2	1	41	11	-	-	-	-
Total Tests	88	82	6	18	19	37	6	2	71	17	-	-	-	-
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	98%	98%	100%	100%	83%	96%	86%	-	99%	97%	100%	-	-	100%
At Meets GL Standard or Above	89%	89%	75%	100%	42%	84%	57%	-	87%	91%	100%	-	-	100%
At Masters GL Standard	43%	44%	25%	93%	0%	41%	0%	-	48%	32%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	103	99	4	14	10	54	6	-	70	33	1	-	-	1
At Meets GL Standard or Above	93	90	3	14	5	47	4	-	62	31	1	-	-	1
At Masters GL Standard	45	44	1	13	0	23	0	-	34	11	0	-	-	0
Total Tests	105	101	4	14	12	56	7	-	71	34	1	-	-	1

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

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

School Progress: Academic Growth

Texas Education Agency
2026 Academic Growth

PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Calculation Report

School Progress: Academic Growth RLA and Math

	Count	Points	Calculated
Annual Growth Points Earned	209.5	1	209.50
Accelerated Learning Points Earned	21	0.25	5.25
Sum of Annual Growth plus Accelerated Learning Points			214.75
Total Tests Evaluated			242
Academic Growth Score			89

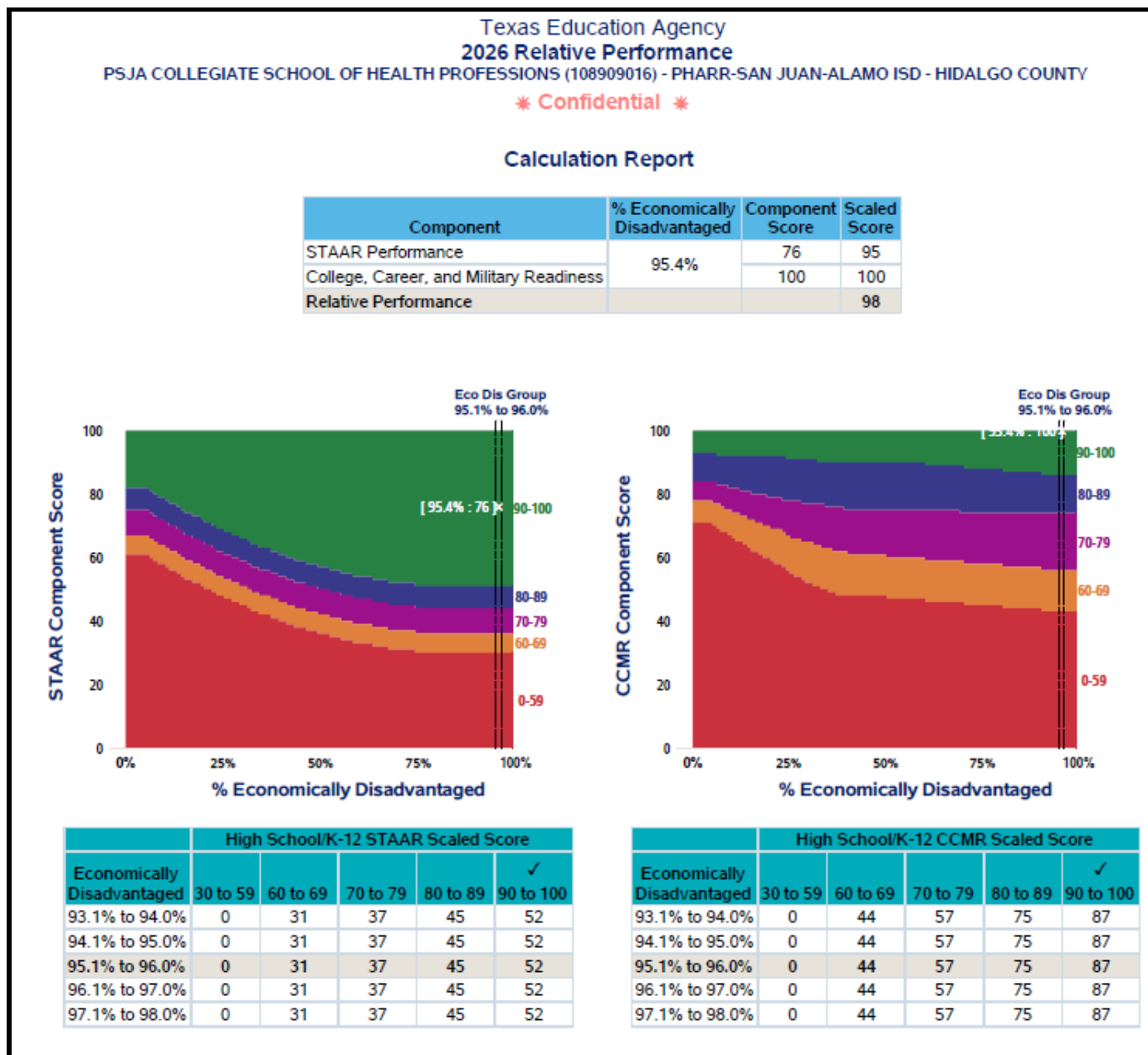
Annual Growth RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	30	0	0
Tests Earning 0.5 Points	5	0.5	2.5
Tests Earning 1 Point	207	1	207
Annual Growth Points Earned			209.5
Total Tests Evaluated			242
Annual Growth Score			87

Accelerated Learning RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	2	0	0
Tests Earning 1 Point	21	1	21
Accelerated Learning Points Earned			21
Total Tests Evaluated			23
Accelerated Learning Score			91

School Progress: Relative Performance



School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps

PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	24	24	100.0	50.0%	50.0
Growth Status	21	24	87.5	10.0%	8.8
ELP Status	4	4	100.0	10.0%	10.0
School Quality Status	12	12	100.0	30.0%	30.0
Closing the Gaps Score					99

School Progress: Closing the Gaps Continuation

Texas Education Agency 2026 Closing the Gaps PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY * Confidential *					
Calculation Report					
Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	24	24	100.0	50.0%	50.0
Growth Status	21	24	87.5	10.0%	8.8
ELP Status	4	4	100.0	10.0%	10.0
School Quality Status	12	12	100.0	30.0%	30.0
Closing the Gaps Score					99

School Progress: Closing the Gaps Continuation

Texas Education Agency 2026 Closing the Gaps PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY * Confidential *											
Data Table: Accountability Groups											
Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2027 accountability	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	44%	32%	36%	62%	43%	74%	45%	58%	32%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%		
RLA Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2026 % at Meets GL Standard or Above	90%	-	91%	100%	-	0%	-	-	91%		
2026 # at Meets GL Standard or Above	173	-	172	1	-	0	-	-	167		
2026 Total Tests (Adjusted)	192	-	190	1	-	1	-	-	184		
2025 % at Meets GL Standard or Above	87%	--	87%	--	-	--	-	-	86%		
Mathematics 2026 Target	38%	26%	35%	48%	37%	72%	41%	44%	31%		
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%		
Mathematics Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2026 % at Meets GL Standard or Above	83%	-	82%	100%	-	-	-	-	83%		
2026 # at Meets GL Standard or Above	71	-	70	1	-	-	-	-	68		
2026 Total Tests (Adjusted)	86	-	85	1	-	-	-	-	82		
2025 % at Meets GL Standard or Above	81%	-	81%	-	-	-	-	-	81%		
Total Points										24	24
Academic Growth Status											
RLA 2026 Target	69%	65%	66%	72%	68%	81%	70%	72%	64%		
RLA Next Interim Target (2027-28 through 2031-32)	78%	75%	76%	80%	77%	85%	78%	80%	74%		
RLA Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	94%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	84%	-	84%	125%	-	-	-	-	83%		
2026 Growth Points	150.75	-	149.50	1.25	-	-	-	-	145.25		

Texas Education Agency
2026 Closing the Gaps

PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
2026 Total Tests	180	-	179	1	-	-	-	-	174		
2025 Academic Growth Score	75%	--	75%	--	-	--	-	-	75%		
Mathematics 2026 Target	76%	74%	77%	73%	74%	87%	72%	73%	75%		
Mathematics Next Interim Target (2027-28 through 2031-32)	82%	81%	83%	80%	81%	90%	80%	80%	82%		
Mathematics Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2026 Academic Growth Score	103%	-	103%	125%	-	-	-	-	103%		
2026 Growth Points	64.00	-	62.75	1.25	-	-	-	-	63.00		
2026 Total Tests	62	-	61	1	-	-	-	-	61		
2025 Academic Growth Score	101%	-	101%	-	-	-	-	-	101%		
Total Points										21	24
Federal Graduation Rate Status											
2026 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Graduated	-	-	-	-	-	-	-	-	-		
2025 # Graduated	-	-	-	-	-	-	-	-	-		
2025 Total in Class	-	-	-	-	-	-	-	-	-		
2024 % Graduated	-	-	-	-	-	-	-	-	-		
Total Points											
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 Earned for Accountability Rating									4		
Points Evaluated for Federal School Improvement									4		
2026 TELPAS Progress Rate									35%		
2026 TELPAS Progress									16		
2026 TELPAS Total									46		
2025 TELPAS Progress Rate									61%		
Total Points										4	4

Texas Education Agency
2026 Closing the Gaps

PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS (108909016) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Student Success (Student Achievement Domain Score (STAAR Component Only))											
2026 Target	47	36	42	58	45	74	47	56	39		
Next Interim Target (2027-28 through 2031-32)	57	46	52	68	55	81	57	66	49		
Long Term Target (2037-38)	77	66	72	88	75	95	77	86	69		
Points Earned for Accountability Rating	3		4						4		
Points Evaluated for Federal School Improvement	3		4						4		
2026 STAAR Component Score	76	67	76	67	-	50	-	-	76		
2026 % at Approaches GL Standard or Above	99%	100%	99%	100%	-	50%	-	-	98%		
2026 % at Meets GL Standard or Above	89%	100%	89%	100%	-	50%	-	-	90%		
2026 % at Masters GL Standard	41%	0%	41%	0%	-	50%	-	-	39%		
2026 Total Tests	471	1	465	3	-	2	-	-	452		
2025 STAAR Component Score	73	--	73	--	-	--	-	-	73		
Total Points										11	12
School Quality (College, Career, and Military Readiness Performance)											
2026 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%		
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%		
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2025 % Students Meeting CCMR	100%	-	100%	100%	-	-	-	-	100%		
2025 # Students Meeting CCMR	50	-	49	1	-	-	-	-	48		
2025 Total Students	50	-	49	1	-	-	-	-	48		
2024 % Students Meeting CCMR	97%	-	97%	--	-	-	-	-	97%		
Total Points										12	12
Participation 2025-26											
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%		
RLA											
% Participation	100%	-	100%	100%	-	100%	-	-	100%		
# Participants	210	-	208	1	-	1	-	-	202		
Total Students	211	-	209	1	-	1	-	-	203		
Mathematics											
% Participation	99%	-	99%	100%	-	-	-	-	99%		
# Participants	88	-	87	1	-	-	-	-	83		
Total Students	89	-	88	1	-	-	-	-	84		

School Progress: Closing the Gaps Continuation

Data Table: Additional Groups

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	4	4				4	3		4					
2026 % at Meets GL Standard or Above	90%	91%	80%	100%	72%	86%	50%	75%	90%	89%	75%	-	-	75%
2026 # at Meets GL Standard or Above	173	165	8	32	26	70	5	3	131	42	3	-	-	3
2026 Total Tests (Adjusted)	192	182	10	32	36	81	10	4	145	47	4	-	-	4
2025 % at Meets GL Standard or Above	87%	86%	--	100%	67%	82%	50%	-	88%	82%	--	-	-	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	4	4				4			4					
2026 % at Meets GL Standard or Above	83%	83%	75%	79%	94%	82%	60%	50%	84%	71%	-	-	-	-
2026 # at Meets GL Standard or Above	71	68	3	11	16	27	3	1	61	10	-	-	-	-
2026 Total Tests (Adjusted)	86	82	4	14	17	33	5	2	73	14	-	-	-	-
2025 % at Meets GL Standard or Above	81%	81%	--	--	75%	74%	--	-	89%	58%	--	-	-	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	4		3					
2026 Academic Growth Score	84%	84%	81%	78%	99%	87%	103%	67%	83%	88%	106%	-	-	106%
2026 Growth Points	150.75	144.25	6.50	24.25	29.75	65.25	10.25	2.00	117.50	33.25	4.25	-	-	4.25
2026 Total Tests	180	172	8	31	30	75	10	3	142	38	4	-	-	4

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
2025 Academic Growth Score	75%	75%	--	73%	82%	74%	77%	-	74%	77%	--	-	-	33%
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					
2026 Academic Growth Score	103%	103%	100%	105%	103%	104%	105%	100%	102%	111%	-	-	-	-
2026 Growth Points	64.00	63.00	1.00	5.25	17.50	29.25	5.25	1.00	56.25	7.75	-	-	-	-
2026 Total Tests	62	61	1	5	17	28	5	1	55	7	-	-	-	-
2025 Academic Growth Score	101%	101%	--	--	97%	98%	--	-	100%	107%	--	-	-	63%
Federal Graduation Rate Status														
2026 Target	90.0%	86.7%	n/a	n/a	n/a	80.0%	79.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	92.7%	90.5%	n/a	n/a	n/a	86.0%	85.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	98.0%	98.0%	n/a	n/a	n/a	98.0%	98.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement														
2025 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2024 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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					4									
2026 TELPAS Progress Rate					35%									
2026 TELPAS Progress					16									
2026 TELPAS Total					46									
2025 TELPAS Progress Rate					61%									
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

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

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
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	4				4	3		3					
2026 STAAR Component Score	76	76	82	88	63	74	52	59	77	74	67	-	-	67
2026 % at Approaches GL Standard or Above	99%	98%	100%	100%	95%	98%	89%	88%	99%	97%	100%	-	-	100%
2026 % at Meets GL Standard or Above	89%	90%	83%	95%	76%	86%	57%	75%	89%	89%	80%	-	-	80%
2026 % at Masters GL Standard	41%	39%	63%	68%	18%	37%	11%	13%	42%	37%	20%	-	-	20%
2026 Total Tests	471	447	24	78	84	207	28	8	360	111	5	-	-	5
2025 STAAR Component Score	73	73	-	89	60	69	55	-	75	66	-	-	-	33
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	4	4							4					
2025 % Students Meeting CCMR	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	-	-	-	-
2025 # Students Meeting CCMR	50	48	2	14	3	9	1	-	40	10	0	0	0	0
2025 Total Students	50	48	2	14	3	9	1	-	40	10	0	0	0	0
2024 % Students Meeting CCMR	97%	97%	-	100%	-	90%	-	-	98%	80%	-	-	-	-
Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	97%	100%	100%	100%	100%	99%	100%	100%	-	-	100%
# Participants	210	200	10	32	51	97	13	4	156	54	4	-	-	4
Total Students	211	201	10	33	51	97	13	4	157	54	4	-	-	4
Mathematics														
% Participation	99%	99%	100%	100%	100%	100%	100%	100%	100%	94%	-	-	-	-
# Participants	88	83	5	14	17	33	5	2	73	15	-	-	-	-
Total Students	89	84	5	14	17	33	5	2	73	16	-	-	-	-

Comprehensive Needs Assessment

AREA LEADS:

Administration, CLL, Department Heads, Teachers



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

PSJA Collegiate School of Health Professions provides our high school faculty with a standards-aligned, highly rigorous, and viable curriculum that is tightly integrated with South Texas College (STC) dual credit degree plans and Advanced Placement (AP) course syllabi. The secondary curriculum and pacing guides are continuously adjusted immediately following common formative assessments, Content-Based Assessments (CBAs), and district benchmark testing cycles. This curriculum refinement is collaboratively managed by the district's Secondary Curriculum & Instruction Department, campus administrators (Mariza Saenz, Mario Gonzalez III, Iris Suarez), our Collaborative Learning Leader (CLL) Reyna Torres, and our core department heads.

Our campus utilizes the advanced DMAC data assessment platform to capture real-time student performance by individual Texas Essential Knowledge and Skills (TEKS) Student Expectations (SEs) and student groups. Within 48 hours of any assessment, DMAC reports (including quintile charts, distractor analysis, and item-level disaggregation) are analyzed to prescribe immediate classroom-based corrective instruction, targeted tutorials, and academic interventions.

Key Collegiate Strengths Include:

- **Exemplary State Accountability Rating:** PSJA Collegiate achieved an outstanding state accountability rating of an **A with an overall scaled score of 99**. Our campus also secured a perfect scaled score of 100 in Domain III (Closing the Gaps), a 100% graduation rate, and a 100% College, Career, and Military Readiness (CCMR) status.
- **Outstanding STAAR EOC Baseline Performance:** Our student body demonstrated elite academic performance across all tested subjects (English I, English II, Algebra I, Biology, and US History), maintaining an overall campus baseline of 98% Approaches, 90% Meets, and 38% Masters.
- **College-Preparatory Academic Design:** 100% of our students are placed on a graduation track under the Distinguished Level of Achievement with Collegiate Honors. Students can earn associate degrees (60 credit hours) or professional certificates from South Texas College concurrently with their high school diplomas.
- **Rigorous College Board Alignment:** Core classrooms utilize AP College Board resources (AP Classroom, Pre-AP suites, and AP Daily learning tools) alongside the Common Instructional Framework (CIF)—focusing on a strategy per marking period (6-wks)—to align high school pacing with collegiate expectations.
- **Embedded Collaborative Learning Communities (CLCs):** Our master schedule is strategically structured to embed daily, job-embedded planning and coaching periods. Teachers utilize these blocks to collaborate on backwards-design lesson internalization, curriculum pacing, and student growth tracking.
- **Technology-Rich Infrastructure:** The district equips 100% of our students with laptops, and all classrooms are outfitted with TRUtouch interactive boards, allowing for high-yield, blended learning delivery.

Challenges

While our campus achievement remains among the elite in the district, reaching our ultimate campus campaign goal of moving our overall state report card score from a 99 to a perfect 100 requires a relentless focus on our remaining instructional gaps. We must systematically address the linguistic development of our 19% Emergent Bilingual (EB) population and ensure that our 8% Special Education (SPED) student group consistently meets high-stakes End-of-Course (EOC) academic growth expectations.

Key Collegiate Challenges and Active 2026–2027 Targets:

- **TELPAS Composite Progress (Our Core Targeted Improvement Plan Problem):** In 2025–2026, our Emergent Bilingual students experienced a critical decline in language acquisition, with only 35% of EB students meeting progress on the TELPAS composite (Listening, Speaking, Reading, and Writing). Root cause analysis indicates inconsistent daily implementation of ELPS language objectives, limited opportunities for structured classroom discourse, and a lack of systematic, TELPAS-aligned progress monitoring.
 - *Active 2026–2027 Target:* Under our state-mandated Targeted Improvement Plan (TIP), we must raise our TELPAS composite progress rate to 60% or higher by June 2027.
- **EOC English I and English II Masters-Level Acceleration:** To elevate our Domain I STAAR Performance component score (currently at a 76) we must push more students past the "Meets" standard into "Masters." While 91% of our students score at the Meets level on English I and II, our Masters rates are a key bottleneck, with English I at 24% Masters and English II at 29% Masters.
 - *Active 2026–2027 Target:* Increase ninth-grade English I Meets to 95%, pushing Masters performance to at least 47%. Increase tenth-grade English II Meets to 95%, pushing Masters performance to at least 30%.
- **Bluebonnet Math Curriculum Transition & Algebra I Mastery:** Following the district-mandated transition away from Reveal Math and Carnegie, our mathematics department must implement the new Bluebonnet math curriculum with 100% fidelity. We must ensure this curricular transition supports our push to maximize student success in Algebra I.
 - *Active 2026–2027 Target:* Push STAAR Algebra I EOC Meets performance from 92% to our active target of 98% or higher, while accelerating Masters performance to 69%.
- **Closing Gaps for Special Education (SPED) Populations:** To maintain our perfect 100 in Domain III (Closing the Gaps), our 8% Special Education student group must receive highly calibrated, IEP-driven accommodation, specialized co-teaching supports, and intensive progress monitoring.
 - *Active 2026–2027 Target:* Ensure our SPED student group meets at least 90% of evaluated Academic Growth indicators in Domain III, demonstrating a minimum of 2% growth on Reading and Mathematics EOC assessments.
- **Linguistic and Writing Gaps Among English Learners:** Under our Domain III Closing the Gaps criteria, we must accelerate advanced-level writing proficiency among our Emergent Bilingual populations.
 - *Active 2026–2027 Target:* Close the academic achievement gap by ensuring that at least 30% of our EB student population achieves the Masters Grade Level standard across English I, English II, Biology, and US History EOC assessments.

- **Systematic Cross-Curricular Writing and Discourse:** To prepare our health-science students for the rigorous reading and writing demands of South Texas College dual credit courses, all departments must systematically implement Research-Based Instructional Strategies (RBIS), Sheltered Instruction Observation Protocol (SIOP) models, and Content-Based Language Instruction (CBLI) to embed academic writing and Socratic discourse daily.

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Annual Goal 1: Student Achievement

By June 2027, the percentage of students performing at the Meets Grade Level or Above standard on STAAR-EOC assessments across all tested subjects will rise to 95% or higher (maintaining our exemplary overall scaled score of 99/A). Additionally, the campus will increase college readiness benchmarks through targeted integration of AP College Board resources and the district-mandated Bluebonnet mathematics curriculum.

Objective 1:

The percentage of all students scoring Meets Grade Level or Above on STAAR EOC Reading Language Arts (English I and English II combined) and STAAR EOC Mathematics (Algebra I) will increase from a baseline of 90% to 95% or above by June 2027.

Strategy 1: Weekly Lesson Internalization Sessions

Weekly lesson internalization sessions will be organized and assigned to core content teachers during Collaborative Learning Communities (CLCs) to ensure consistent preparation, backwards-design lesson planning, and rigorous standards alignment.

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal, Assistant Principals, Content Coordinators, Collaborative Learning Leader (CLL), and Department Heads

Action Steps:

1. **Develop and Share a Weekly Schedule:** Create a consistent calendar of lesson internalization sessions within our daily master schedules embedded CLC periods and distribute it to all core teachers at the start of each week.
2. **Assign Roles and Materials in Advance:** Ensure each teacher receives and reviews assigned high-quality instructional materials (including Study Sync for ELA, the district-adopted Bluebonnet curriculum for Algebra I, and College Board Pre-AP/AP syllabi) at least 48 hours before the session.
3. **Facilitate Collaborative Planning and Feedback:** Utilize each session to collaboratively walk through lesson objectives, analyze TEKS depth and complexity, anticipate secondary student misunderstandings, and integrate the Common Instructional Framework (CIF) models.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • High-Quality Curriculum Templates and Calendars • Study Sync ELAR Platforms Bluebonnet • DMAC progress monitoring system (Quintile charts & distractor analysis) • Region One ESC Professional Development • Dual Credit Higher Education Partner Support (South Texas College)	• District curriculum documents and pacing guides • Backwards-design lesson plans with annotations (focusing on Content/Language Objectives) • Teacher CLC agendas • T-TESS-aligned walkthrough documentation • Lesson Internalization checklists	• Student Achievement gains on STAAR EOC (English I, English II, and Algebra I) • High teacher retention and Teacher Incentive Allotment (TIA) designations • TELPAS progress and English Language Proficiency Status gains • Results-Driven Accountability (RDA) report metrics • TSIA qualification rates and associate degree progress	• Common Formative Assessments (bi-weekly unit assessments) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Release STAAR EOC benchmark trials • TELPAS practice sets and benchmarks • Results-Driven Accountability (RDA) indicators • Student Growth Measures (SMs) pulse checks • TSIA2 diagnostic screeners & college readiness benchmarks

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Strategy 2: Teamed-Up Instructional Walkthroughs

District and Campus Leadership Team will monitor the implementation of the curriculum through calibrated, teamed-up walkthroughs to protect bell-to-bell instruction and ensure pacing alignment.

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Title IV, State Bilingual Funds, State Comp.
- **Persons Responsible:** Principal, Assistant Principals, Department Chairs, and Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza)

Action Steps:

1. **Observe and Provide Direct Instructional Feedback:** Monitor classroom instruction regularly, providing immediate feedback on rigorous reading strategies (via Study Sync) and application-based math strategies utilizing the district's Bluebonnet curriculum model that aligns with achieving STAAR-EOC goals.

2. **Ensure Rigor and Pacing Alignment:** Protect instructional time by verifying that curriculum pacing matches district timelines and advanced academic expectations, cross-referencing lesson delivery with AP College Board resources and South Texas College (STC) dual credit crosswalks.
3. **Conduct Calibrated monthly Team Walks:** Schedule monthly walkthroughs with the campus administration team and Executive Officer to calibrate our T-TESS observation tools and identify school-wide professional development trends

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Standardized Instructional Focus Walk-Through Form (aligned to T-TESS) - Secondary District Pacing Guides & Scope and Sequences - Secondary curriculum platforms (StudySync, Bluebonnet Math, AP Classroom) - Campus Master Walkthrough Calendar & Schedule - Calibration training and observation protocols for evaluators - Leadership book study on <i>Leverage Leadership 2.0</i> by Paul Bambrick-Santoyo	- Completed and logged walkthrough feedback forms in our observation software - Backwards-design lesson plans with annotated pacing notes - Collaborative Learning Community (CLC) planning agendas and sign-in sheets - Scheduled calendar of monthly calibration Team Walks with Executive Officer Dr. Nora Rivas-Garza	- BM1 and BM2 scores showing significant increases in student achievement and academic growth - Sustained performance of EOC-tested student groups at the Meets and master's levels - Growth in teacher instructional capacity as measured by T-TESS evaluations and walkthrough trend data - Elevated TSIA qualification rates and college-readiness benchmarks	- Common Formative Assessments (CFAs) administered every bi-weekly unit - Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) - State release STAAR EOC benchmark assessments - Practice TELPAS sets and language progress monitoring screeners - TSIA diagnostic trackers and college-readiness exam results

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Strategy 3: Targeted Tutorials & Academic Interventions

Providing Tier 2 and Tier 3 students with structured tutorials, advisory interventions, and Saturday Enrichment/Academies to close achievement gaps, accelerate learning, and ensure STAAR-EOC and college readiness mastery.

- Timeline:** September 2026 – August 2027
- Title I School Components:** Title I, Title II, Title III, Title IV, State Bilingual Funds, State Comp.
- Persons Responsible:** Campus Administrators, Collaborative Learning Leader (CLL), Department Heads, and Core Content Teachers

Action Steps:

1. **Implement Data-Driven Grouping and Student Performance Profiles:** Disaggregate common formative assessments, Content-Based Assessments (CBAs), and practice benchmark data through DMAC (quintile charts, distractor analysis) to group students dynamically for targeted intervention.
2. **Schedule Strategic Secondary Interventions:** Embed targeted academic interventions directly into our daily built-in Enrichment & Advisory Periods, while utilizing before/after school hours and Saturday Enrichment/Academies to provide intensive STAAR-EOC recovery, TSIA college-readiness prep, and AP exam support.
3. **Incorporate Rigorous College Board and District Resources:** Utilize AP College Board resources (AP Classroom, topic questions, personal progress checks) for advanced students and the district-mandated Bluebonnet instructional frameworks for math tutorials to ensure consistent standards mastery.
4. **Train and Support Secondary Intervention Staff on Blended Learning & CIF:** Train teachers, Collaborative Learning Leaders (CLLs), and instructional aides on high-leverage secondary instructional models including the Common Instructional Framework (CIF), Kagan structures, and sheltered instruction (SIOP) strategies to deliver rigorous, specialized tutorial instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Study Sync ELAR Platforms Bluebonnet Math Algebra I Platforms • College Board AP Classroom tools and AP Syllabi • TSIA Diagnostic Screeners & College Spring Curriculum • Summit K12 English Language Proficiency software • DMAC TAG assessment generation & DMAC reports • Lead4ward Field Guides & TEKS resource materials • Edgenuity & EdPuzzle digital courseware for self-paced intervention	• CLC planning agendas, lesson blueprints, and sign-in sheets • DMAC Student Progress Profiles and tutorial group rosters • Customized secondary tutorial lesson plans • Saturday Academy and before/after-school attendance logs • Teacher training agendas on SIOP, CIF, and SIOP	• Substantial academic gains in the percentage of students scoring Meets and Masters levels on STAAR EOC exams (English I, English II, Algebra I, Biology, and US History) • Improved student TSIA2 qualification rates and college-readiness benchmarks • Accelerated growth in TELPAS Composite Progress for Emergent Bilingual student populations • Significant reduction in performance gaps among special populations (Special Education and Emergent Bilingual students)	• Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • TSIA2 diagnostic trackers and college-readiness exams • Practice TELPAS Listening, Speaking, Reading, and Writing assessments

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Annual Goal 1: Student Achievement**

By June 2027, PSJA Collegiate School of Health Professions will maintain its exemplary academic status and increase its overall state accountability scaled rating from a 99 (A) to a perfect 100 (A). This will be achieved by strategically targeting the Masters Grade Level standards on STAAR-EOC English I and English II to elevate the Domain I STAAR Performance component, and by utilizing DMAC student growth trackers during weekly Collaborative Learning Communities (CLCs) to ensure 100% of students meet or exceed their Academic Growth measures in Domain II.

Objective 2:

To implement targeted, data-driven instruction and academic interventions in Reading Language Arts (STAAR EOC English I & II) and Mathematics (STAAR EOC Algebra I) that support individual student academic growth, ensuring that at least 95% of tested EOC student groups demonstrate measurable academic progress as defined by the Domain II Academic Growth Status, thereby raising our School Progress: Academic Growth scaled score from a 93 to a perfect 100 by June 2027.

Strategy 1:

Monitor all students' progress on a bi-weekly basis in the areas of English Language Arts and Mathematics to drive goal setting, targeted STAAR-EOC support, and student growth ownership.

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza), Collaborative Learning Leader (Reyna Torres), Department Heads (Brittany Herrera - ELA, Jesus Hernandez - Math), and core content teachers.

Action Steps:

1. **Data-Driven Blended Learning & Small-Group Workshops:** STAAR-EOC teachers will design and implement targeted small-group workshops and blended learning stations in Reading (via Study Sync) and Mathematics (via the district-mandated Bluebonnet curriculum) at least once a week. Instruction will be dynamically adjusted based on bi-weekly common formative assessment data to target specific student learning gaps and push students from Meets to Masters levels.
2. **RTI Intervention Implementation via Built-In Advisory Periods & Saturday Enrichment/Academies:** All students performing below STAAR-EOC or TSIA benchmarks will receive Tier 2 or Tier 3 academic interventions. This specialized support will be delivered during our daily built-in Enrichment & Advisory Periods and Saturday Enrichment/Academies to minimize disruption to core dual credit coursework, with progress monitored bi-weekly via DMAC progress tracking.

3. **Ongoing TCLC/CLC Collaboration and Backwards Planning:** Core content departments will meet weekly in Collaborative Learning Communities (CLCs) to analyze student performance data using DMAC reports (specifically quintile charts, distractor analysis, and item analysis). Teams will utilize this data to construct backwards-designed lessons aligned to the rigor of the TEKS, the district's Bluebonnet math framework, and AP College Board resources (AP Classroom, AP Daily, and Pre-AP suites)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKSS Resource System (TCMPC) • High-Quality Curriculum Templates and Calendars • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • StudySync ELAR platforms and digital materials • State and local student EOC/TSI data • Campus-based progress monitoring system (DMAC reports, quintile charts, distractor analysis) • High school tutorial schedules, advisory planning guides, and Saturday Academy logs	• Curriculum documents • Lesson plans • CLC agendas • Walkthrough documents • Lesson Internalization • Campus district curriculum guides and scope & sequences • Backwards-design lesson plans with annotated pacing notes • CLC planning agendas and sign-in sheets • T-TESS-aligned walkthrough documentation and coaching logs • Bi-weekly DMAC student progress profile sheets and tutorial rosters	• Exemplary student achievement gains on STAAR EOC assessments (English I, English II, Algebra I) driving our campus toward a perfect 100 scaled score in Domains I & II • Increased percentage of students performing at the Meets and Masters levels on STAAR-EOC exams • Accelerated growth in TELPAS Composite Progress for Emergent Bilingual student populations (aiming for 60% or higher for the 2026-2027 school year) • High TSIA qualification rates and college-readiness benchmarks	• Student Growth Measures pulse checks • Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA diagnostic screeners and college-readiness exams • Practice TELPAS Listening, Speaking, Reading, and Writing assessments

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Annual Goal 1: Student Achievement**

Objective 2: To implement targeted, data-driven instruction and academic interventions in Reading Language Arts (STAAR EOC English I & II) and Mathematics (STAAR EOC Algebra I) that support individual student academic growth, ensuring that at least 95% of tested STAAR-EOC student groups demonstrate measurable academic progress as defined by the Domain II Academic Growth Status, thereby raising our School Progress: Academic Growth scaled score from a 93 to a 100 by June 2027.

Strategy 2:

Monitor all student progress on a weekly basis in the areas of Reading Language Arts and Mathematics to drive real-time instructional adjustments and move student performance from Meets to Masters levels.

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza), Collaborative Learning Leader (Reyna Torres), Department Heads (Brittany Herrera - ELA, Jesus Hernandez - Math), and core content teachers.

Action Steps:

1. **Weekly Data-Driven Small-Group Workshops (Meets-to-Masters Focus):** Core teachers will implement targeted small-group workshops within their classrooms at least once per week. Using weekly common formative assessment data, teachers will group students dynamically to address immediate skill gaps in ELA (using StudySync) and Mathematics (using the district-mandated Bluebonnet curriculum), while integrating AP College Board resources to challenge and scaffold students on the cusp of the Masters level.
2. **Weekly Tiered Intervention & TSIA2 Acceleration Pathways:** All students performing below STAAR-EOC Meets or TSIA college-readiness benchmarks will receive Tier 2 or Tier 3 academic interventions. These targeted supports are scheduled during our daily built-in Enrichment & Advisory Periods and before/after-school tutorials to prevent any disruption to core dual credit instruction, with progress monitored weekly to adjust intervention plans.
3. **Weekly Teacher Collaboration, Backwards-Design & TCLC Lesson Calibration:** ELA and Math grade-level teams, supported by CLL Reyna Torres, will engage in weekly Collaborative Learning Communities (CLCs) to disaggregate weekly assessment data using DMAC reports. Teams will use these weekly sessions to analyze TEKS complexity, calibrate lesson plans, share best practices, and align upcoming instruction with district timelines and high advanced academic standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • High-Quality Curriculum Templates and Calendars • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • Study Sync ELAR platforms and digital materials • State and local student EOC/TSIA data • Campus-based progress monitoring system (DMAC reports, quintile charts, distractor analysis) • Tutorial schedules, advisory planning guides, and Saturday Academy logs	• District curriculum pacing guides and scope & sequences • Backwards-design lesson plans with annotated weekly pacing notes • TCLC/CLC weekly agendas and sign-in sheets • T-TESS-aligned walkthrough documentation and coaching logs • Weekly DMAC student progress profile sheets and tutorial rosters	• Exemplary student achievement gains on STAAR- EOC assessments (English I, English II, Algebra I), driving our campus toward a 100 scale score in Domains I & II • High percentage of Algebra I students performing at the 98% Meets standard and ELA I/II students performing at the 95% Meets standard • Increased percentage of English I (target 47%) and English II (target 30%) students achieving the Masters Grade Level standard • High teacher retention and Teacher Incentive Allotment (TIA) designations • Accelerated growth in TELPAS Composite Progress for Emergent Bilingual student populations (target 60% or higher for the 2026-2027 school year) • High TSIA2 qualification rates and college-readiness benchmarks	• Weekly Formative Assessments (CFAs) • Content-Based Assessments (CBAs), and District Benchmarks (BM1 and BM2) • Released STAAR-EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA diagnostic screeners and college-readiness exams • Practice TELPAS Listening, Speaking, Reading, and Writing assessments

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Annual Goal 1: Student Achievement**

Objective 2: To implement targeted, data-driven instruction and academic interventions in Reading Language Arts (STAAR-EOC English I & II) and Mathematics (STAAR-EOC Algebra I) that support individual student academic growth, ensuring that at least 95% of tested EOC student groups demonstrate measurable academic progress as defined by the Domain II Academic Growth Status, thereby raising our School Progress: Academic Growth scaled score from a 93 to a 100 by June 2027.

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

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Counselor (Marlen Perez), Collaborative Learning Leader (Reyna Torres), Department Heads (Brittany Herrera - ELA, Jesus Hernandez - Math), and Core Content Teachers.

Action Steps:

1. **Establish Individualized College-Ready and STAAR-EOC Growth Targets:** Set personalized academic progress and mastery targets for every student based on prior-year state performance (STAAR EOC English I/II, Algebra I) and college-readiness benchmarks (TSIA and AP exam expectations), establishing clear pathways toward dual credit eligibility.
2. **Implement Student-Led Data Tracking and ECHS Advisory Portfolios:** Direct students to maintain personal Collegiate Data Portfolios during daily built-in Enrichment & Advisory Periods. Students will actively track their own CFA, CBA, and district benchmark results on progress charts, taking complete ownership of their academic trajectory.
3. **Conduct Regular Student-Teacher Growth Conferences & Counselor Cafe Check-Ins:** Hold one-on-one student-teacher data conferences and counselor-led academic planning workshops following each district benchmark to analyze individual student growth profiles, adjust personalized tutorial plans, and map progress toward associate degree requirements with South Texas College.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • High-Quality Curriculum Templates and Calendars • District-mandated Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, Pre-AP suites, and AP progress checks) • StudySync ELAR platforms and digital materials • State and local student EOC/TSI data • Collegiate-themed student data-growth folders, goal sheets, and reflection templates • Customized ECHS Academic Degree Crosswalks (South Texas College)	• Active student data portfolios and goal sheets utilized during Advisory periods • Backwards-design lesson plans incorporating student reflection checkpoints • Completed student-teacher academic goal conference logs • TCLC/CLC weekly agendas and sign-in sheets • T-TESS-aligned walkthrough documentation monitoring advisory execution	• Significant academic growth on STAAR EOC exams, driving our campus toward a perfect 100 scaled score • High percentage of Algebra I students performing at the 98% Meets standard and ELA I/II students performing at the 95% Meets standard • Accelerated percentage of English I (target 47%) and English II (target 30%) students achieving the Masters Grade Level standard • Elevated TSIA2 qualification rates and college-readiness benchmarks • Growth in TELPAS Composite Progress for Emergent Bilingual student populations (target 60% or higher for the 2026-2027 school year)	• Bi-weekly Common Formative Assessments (CFAs) • Common unit assessments, Content-Based Assessments (CBAs), and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA diagnostic screeners and college-readiness exams • Practice TELPAS Listening, Speaking, Reading, and Writing assessments

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Annual Goal 2:** Secondary Language Acquisition & Academic Acceleration

By June 2027, PSJA Collegiate School of Health Professions will effectively support our Emergent Bilingual (EB) student population (accounting for 19% of our student body) to accelerate language acquisition and ensure academic success in dual credit and EOC-tested coursework. The campus will implement its state-mandated Targeted Improvement Plan (TIP) to raise the percentage of EB students meeting their annual TELPAS composite progress target from a baseline of 35% to 60% or higher.

Objective 1: Language Proficiency Diagnostics & Early Intervention

By the end of the first 4 weeks of the school year, 100% of identified Emergent Bilingual students will be screened and profiled across the four language domains (Listening, Speaking, Reading, Writing) to establish baseline targets and implement individualized language acceleration pathways.

Strategy 1: Provide Targeted Early Interventions for At-Risk Students

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza), Collaborative Learning Leader (Reyna Torres), Department Heads (Brittany Herrera - ELA, Jesus Hernandez - Math), and core content teachers.

Action Steps:

1. **Identify At-Risk Students Using Secondary Language Screeners:** Within the first 4 weeks of the school year, disaggregate historical TELPAS composite data and administer the Summit K12 language diagnostic screener to identify "at-risk" EB students who are 1 or 2 composite levels away from "Advanced High" or who did not demonstrate sufficient annual growth.
2. **Provide Targeted Early Interventions for At-Risk Language Learners (Intervention 3):** Utilize research-based language acquisition interventions tailored to each student's specific domain of need (Listening, Speaking, Reading, or Writing). Implement specialized online acceleration pathways via Summit K12 and embed SIOP (Sheltered Instruction Observation Protocol) models and Kagan cooperative structures into core content classrooms to facilitate structured verbal language practice.
3. **Monitor Progress and Adjust Language Interventions bi-weekly:** Conduct bi-weekly progress monitoring of targeted EB students using quick, domain-specific language checks (including Summit K12 speaking and listening progress checks and calibrated classroom writing samples). Campus leadership will review this data during bi-weekly CLCs and dynamically adjust student tutorial assignments and advisory language goals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Summit K12 English Language Proficiency software • Secondary district pacing guides and core syllabi (StudySync, Bluebonnet Math) • AP College Board Resources (AP Classroom, AP Daily, and Pre-AP learning suites) • Interactive ELPS Sentence Stems and Academic Discourse Toolkits • High School Laptops and headsets for voice-recording practice	• Completed Summit K12 language baseline profiles and target student rosters • Backwards-design lesson plans annotated with specific Content and Language Objectives (ELPS) • CLC weekly agendas and sign-in sheets • T-TESS walkthrough data monitoring SIOP instructional model implementation • Calibrated student writing samples and bi-weekly language goal sheets	• Accelerated student academic growth on EOC tested subjects, driving our campus toward a perfect 100 scale score • 60% or more of Emergent Bilingual students meeting their annual TELPAS composite progress targets • Substantial performance gains among the EB student group at the Meets and Masters levels on STAAR-EOCs • Elevated student TSIA qualification rates and college-readiness benchmarks	• Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Summit K12 interim assessments and Mock TELPAS speaking/listening exams • Practice TELPAS Listening, Speaking, Reading, and Writing assessments • AP Classroom Unit Progress Checks and TSIA2 diagnostic screeners

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Annual Goal 2: Secondary Language Acquisition & Academic Growth

Objective 1: Family Engagement in Language & College Readiness

By June 2027, at least 80% of parents of Emergent Bilingual and at-risk students will participate in monthly collegiate academic workshops, Counselor Cafe sessions, and collaborative data-sharing conferences to support home-based academic language acquisition and EOC/TSIA2 progress tracking.

Strategy 3: Engage Families Through Secondary and Collegiate Literacy-Focused Home Learning

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Counselor (Marlen Perez), Collaborative Learning Leader (Reyna Torres), Parent Educator, and Core Content Teachers.

Action Steps:

1. **Host Monthly Family Collegiate & TELPAS Literacy Nights (Counselor Cafes):** Organize interactive workshops (including Counselor Cafe sessions and Family Learning Academies) where parents learn strategies to support secondary academic language development, understand the TELPAS proficiency level descriptors (PLDs), and master the STC dual credit crosswalk requirements.
2. **Distribute College Readiness & Academic Vocabulary Take-Home Kits:** Send home customized bilingual resources, including specialized ECHS health science reading lists, SAT/ACT vocabulary prep sheets, TSIA diagnostic practice guides, and parental login guides for digital learning platforms such as Summit K12 and AP Classroom.
3. **Communicate Weekly Language & College Tips via Digital Platforms:** Utilize digital outreach tools, including School Messenger, the campus webpage, and social media platforms, to share weekly tips for reinforcing academic language at home. Tips will focus on "Write a Little, A Lot" strategies, TELPAS speaking practice prompts, and upcoming AP/EOC testing schedules

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• English Language Proficiency Platform • College Board AP Classroom & Pre-AP Parent Resources • StudySync ELAR digital platforms • South Texas College (STC) dual credit academic crosswalks • School Messenger, mass email systems, and campus social media platforms • Custom ECHS parent academic planning binders and TSIA prep kits	• Agendas, presentation slides, and signed parent attendance rosters for Counselor Cafes and parent academies • Logs documenting the distribution of TSIA2 prep guides and bilingual vocabulary kits • Outgoing communication logs from School Messenger • School-Parent Compacts reviewed and signed by parents, students, and advisors	• Substantial growth in the percentage of EB students meeting their annual TELPAS progress targets (aiming 60% or higher) • Increased parent attendance at monthly meetings (reaching our 80% participation target) • Improved student performance on STAAR-EOC exams, particularly English I & II, as parents reinforce home study habits • Higher student TSIA qualification and college readiness rates	• Monthly parent attendance trackers for family workshops • Parent feedback surveys collected at the end of each Counselor Cafe session • Bi-weekly student progress checks via DMAC Student Progress Profiles • Summit K12 student usage reports and mock TELPAS speaking/writing benchmark scores • AP Classroom unit progress checks and district benchmark (BM1 and BM2) performance reviews

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Annual Goal 2:** Secondary Language Acquisition & Academic Acceleration

By June 2027, PSJA Collegiate School of Health Professions will support our Emergent Bilingual (EB) student population (accounting for 19% of our student body) to accelerate language acquisition and ensure academic success in dual credit and EOC-tested coursework. The campus will implement its state-mandated Targeted Improvement Plan (TIP) to raise the percentage of EB students meeting their annual TELPAS composite progress target from a baseline of 35% to 60% or higher and ensure that at least 30% of our EB students achieve the Masters Grade Level standard across English I, English II, Biology, and US History EOC assessments.

Objective 2:

By the end of the 2026–2027 school year, at least 60% of our Emergent Bilingual students will demonstrate measurable growth in academic language proficiency across the four tested TELPAS domains—including Listening, Speaking, Reading, and Writing—as measured by Summit K12 diagnostic screeners, mock assessments, and the state-administered TELPAS composite exam.

Strategy 1: Implement Daily Structured Academic Discourse, Sheltered Instruction (SIOP), and CBLI Activities across all Classrooms

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza), Collaborative Learning Leader (Reyna Torres), ELA Department Head (Brittany Herrera), Math Department Head (Jesus Hernandez), Secondary English Language Development Coach, and Core Content Teachers.

Action Steps:

1. **Plan Weekly Academic Language Focus & Daily Mini-Lessons (SIOP & CBLI Integration):** Teachers will utilize weekly planning sessions in Collaborative Learning Communities (CLCs) to design lessons with explicit ELPS-aligned content and language objectives. Teachers will implement daily mini-lessons utilizing Sheltered Instruction Observation Protocol (SIOP) strategies and Content-Based Language Instruction (CBLI) to build domain-specific academic vocabulary. Lessons will incorporate the Common Instructional Framework (CIF) models (such as Writing-to-Learn, Scaffolding, and Questioning) to establish consistent, interactive routines that reinforce academic vocabulary retention.
2. **Integrate Language Progression & Spiral Review into Daily Secondary Routines (CIF & ELPS Calibration):** Teachers will use ELPS Proficiency Level Descriptors (PLDs) to map and spiral academic vocabulary and complex sentence structures. ELA and content-area teachers will embed the "Write a Little, A Lot" strategy into daily routines to consistently review and expand students' written expression. Teachers will

utilize AP College Board resources (AP Classroom, AP Daily, and Pre-AP suites) and StudySync platforms to align the linguistic complexity of texts with rigorous state and college readiness standards.

3. **Reinforce Language Domains (L/S/R/W) Across Collaborative Small Groups and Workshops (SIOP):** Teachers will design structured collaborative workshops and learning stations that target specific language gaps identified on Summit K12 diagnostic screeners. Utilizing CIF small-group purposeful talk, students will engage in structured peer-to-peer academic discourse using sentence stems and conversation frames. Targeted small-group interventions will be scheduled during our built-in daily Enrichment & Advisory Periods and Saturday Academies to support students performing below language growth expectations

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Summit K12 English Language Proficiency Platform - StudySync ELAR Digital Platforms and curriculum materials - AP College Board Resources (AP Classroom, Pre-AP suites, and progress checks) - District-adopted Bluebonnet Math Curriculum - Interactive ELPS Sentence Stems & Academic Discourse Toolkits - Secondary Chromebooks/Laptops and voice-recording headsets	- Backwards-design lesson plans annotated with specific Content and Language Objectives (ELPS) - Completed Summit K12 student language baseline profiles and target rosters - T-TESS-aligned walkthrough documentation monitoring SIOP instructional model and CIF strategy execution - TCLC/CLC weekly agendas and sign-in sheets - Samples of student "Write a Little, A Lot" writing portfolios across core content areas	- Exemplary student academic growth on EOC tested subjects, driving our campus toward a perfect 100 scaled score 60% or more of Emergent Bilingual students meet their annual TELPAS composite progress targets - At least 30% of our EB student population achieving the Masters Grade Level standard across English I, English II, Biology, and US History EOC assessments - Elevated student TSIA2 qualification rates and college-readiness benchmarks	- Weekly and bi-weekly Common Formative Assessments (CFAs) - Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) - Summit K12 interim assessments and Mock TELPAS speaking/listening tests - AP Classroom Unit Progress Checks and AP practice exam trials - Practice TELPAS Listening, Speaking, Reading, and Writing assessments

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Strategy 2: District and Campus Leadership Team will monitor the implementation of the curriculum at each campus through calibrated, teamed-up walkthroughs to ensure bell-to-bell instructional alignment, cognitive rigor, and targeted linguistic supports.

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Title IV, State Bilingual Funds, State Compensatory Education
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza), Collaborative Learning Leader (Reyna Torres), Department Heads (Brittany Herrera - ELA, Jesus Hernandez - Math), and core content teachers.

Action Steps:

1. **Conduct Calibrated Observations and Provide Rigorous Instructional Feedback (SIOP & CBLI Integration):** Regularly observe core classroom instruction and provide immediate, high-quality feedback to teachers on effective reading strategies (via StudySync) and application-based mathematics strategies (via the district-mandated Bluebonnet curriculum). Administrators will monitor and support the active integration of Sheltered Instruction Observation Protocol (SIOP) and Content-Based Language Instruction (CBLI) strategies to support oral language development and reading comprehension for our Emergent Bilingual student population.
2. **Verify Curriculum Pacing, Rigor, and High-Yield Strategies (CIF & College Board Alignment):** Protect bell-to-bell instructional time by ensuring curriculum pacing aligns with district timelines and advanced academic expectations. Walkthroughs will verify that daily lessons incorporate the Common Instructional Framework (CIF) best practices (such as Writing-to-Learn, Scaffolding, and Small-Group Purposeful Talk) and utilize AP College Board resources (AP Classroom, Pre-AP suites, and AP Daily) to prepare our health-science students for rigorous dual credit coursework with South Texas College.
3. **Execute Calibrated Monthly Team Walks with District Leadership:** Schedule and conduct monthly "Team Walks" with Executive Officer Dr. Nora Rivas-Garza and the campus administration team. These joint observations are designed to calibrate walkthrough tools (aligning them to T-TESS evaluation standards), ensure a common instructional language across ELA and Mathematics, and identify campus-wide professional development trends to transition teaching toward the distinguished level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• T-TESS-aligned Instructional Focus Walk-Through Form • Secondary District Pacing Guides & Scope and Sequences • StudySync ELAR Digital Platforms	• Logged walkthrough checklist data and immediate coaching feedback forms in our observation software • Backwards-designed lesson	• Exemplary student achievement gains on STAAR EOC assessments (English I, English II, Algebra I, Biology, and US History), driving our campus toward our perfect 100 scaled score campaign	• Weekly and bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and

and curriculum materials • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • Classroom Academic Discourse Toolkits (ELPS Sentence Stems and Frames) • Collaborative Learning Community (CLC) planning templates and schedules • Leadership text study on <i>Leverage Leadership 2.0</i> by Paul Bambrick-Santoyo	plans annotated with explicit Content and Language Objectives (ELPS) • TCLC/CLC weekly agendas and sign-in sheets • Scheduled calendar and documentation of monthly calibration Team Walks with Executive Officer Dr. Nora Rivas-Garza • Samples of student "Write a Little, A Lot" writing folders collected across core subjects	• Increased percentage of Algebra I students performing at our 98% Meets target and ELA I/II students at our 95% Meets target • Growth in English I (target 47%) and English II (target 30%) students achieving the Masters Grade Level standard • Growth in TELPAS Composite Progress for EB student populations (on track to hit our active TIP goal of 60% or higher for the 2026-2027 school year) • High student TSIA2 qualification rates and college-readiness benchmarks	District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA2 diagnostic screeners and college-readiness exams • Mock TELPAS speaking/listening assessments and writing calibration reviews
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GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Objective 2:

By the end of the 2026–2027 school year, at least 60% of our Emergent Bilingual students will demonstrate measurable growth in academic language proficiency across the four tested TELPAS domains—including Listening, Speaking, Reading, and Writing—as measured by Summit K12 diagnostic screeners, mock assessments, and the state-administered TELPAS composite exam.

Strategy 3: Increase Academic Oral Language Production and Structured Discourse Through Interactive Socratic Seminars, Collaborative Group Work, and Analytical Text Dissections (Secondary ECHS Translation of "Interactive Read-Aloud")

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza), Collaborative Learning Leader (Reyna Torres), Department Heads (Brittany Herrera - ELA, Jesus Hernandez - Math), Secondary English Language Development Coach, and Core Content Teachers.

Action Steps:

1. **Develop Academic Oral Language Expression and Medical/Scientific Vocabulary (SIOP & CBLI):** Teachers will implement the Common Instructional Framework (CIF) practice of Questioning and Small Group Purposeful Talk. During class discussions, teachers will utilize open-ended, high-cognitive-demand questions (such as, *"What clinical implications do you hypothesize will result from this physiological change?"* or *"How does this algebraic function model our real-world health science scenario?"*). ELA and content-area teachers will utilize Content-Based Language Instruction (CBLI) strategies to require students to answer using structured, ELPS-aligned academic sentence frames, ensuring daily verbal language production.
2. **Plan and Conduct Daily Interactive Text-Dissections with Rich Academic Vocabulary (CIF & SIOP Calibration):** Teachers will lead daily analytical reading workshops of complex high school and college-level texts (such as Study Sync literature selections and medical/scientific journal excerpts). Core teachers will utilize the Common Instructional Framework (CIF) strategy of Scaffolding and SIOP models (including visual organizers, word roots/affixes, and context clues) to model fluent, analytical reading and break down multi-syllabic academic, health-science, and algebraic terminology.
3. **Extend Text Analysis with Collaborative Socratic Seminars, Peer Tuning Protocols, and Speaking Practice:** Teachers will provide structured opportunities for students to synthesize and extend their reading through student-led Socratic Seminars, and peer Tuning Protocols. Students will verbally summarize complex texts, argue claims using textual evidence, and practice digital oral language tasks (such as Summit K12 speaking and listening recordings) using specialized headsets to prepare for the rigorous oral demands of the TELPAS assessment and dual credit courses.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Summit K12 English Language Proficiency Platform • StudySync ELAR Digital Platforms and materials • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • District-adopted Bluebonnet Math Curriculum • Interactive ELPS Sentence Stems and ECHS Academic Discourse Toolkits • Secondary Chromebooks/Laptops and voice-recording headsets	• Collaborative Learning Leader (CLL) Reyna Torres agendas and CLC/TCLC sign-in sheets • Lesson internalization checklists and backwards-designed lesson plans annotated with ELPS content/language objectives • Completed walkthrough documentation monitoring SIOP and CIF strategies • Student data portfolios, goal sheets, and reflection journals used during Enrichment & Advisory periods • Student speaking audio files on Summit K12 and peer-calibration rubric logs	• Exemplary student achievement gains on STAAR EOC assessments (English I and II targets at 95% Meets, Algebra I at 98% Meets) • Increased percentage of students achieving Masters Grade Level (ELA I target 47%, ELA II target 30%) • Results-Driven Accountability (RDA) report metrics • Accelerated TELPAS Composite Progress for Emergent Bilingual student populations (aiming for 60% or higher for the 2026-2027 school year, up from 35% in 2026)	• Bi-weekly Formative Assessments (FAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Results-Driven Accountability (RDA) indicators • Summit K12 progress monitoring and mock TELPAS speaking/listening assessments • AP Classroom Unit Progress Checks and TSIA2 diagnostic screeners

AREA LEADS:

Administration, CLL, Department Heads, Teachers



GOAL AREA 2: STUDENT SUPPORTS

Areas Reviewed: Student Performance

Strengths

PSJA Collegiate School of Health Professions provides our diverse student body, including our Special Education (SPED) student group and our 19% Bilingual/Emergent Bilingual (EB) population—with a standards-aligned, highly rigorous, and viable curriculum that is fully integrated with the Common Instructional Framework (CIF). Our secondary curriculum is continuously adjusted immediately following common formative assessments, district Content-Based Assessments (CBAs), and benchmark testing cycles. The development and ongoing refinement of our instructional pacing is led by the district's Secondary Curriculum & Instruction Department, campus administrators, our Collaborative Learning Leader (CLL) Reyna Torres, and our core department heads.

Our campus utilizes the advanced DMAC data assessment platform to capture immediate student performance by individual standards (TEKS), allowing teachers to disaggregate student data dynamically. Specifically, general education teachers, inclusion teachers, and language specialists utilize DMAC reports (including student progress profiles, quintile charts, distractor analysis, and item-level analysis) within 48 hours of any assessment to prescribe immediate, classroom-based corrective instruction and target specific student needs.

Key Student Support Strengths Include:

- **Exemplary Closing the Gaps Status:** Our campus achieved a perfect scale score of 100 (Grade A) in Domain III (Closing the Gaps) on the state accountability report card, meeting 100% of our evaluated indicators for special populations.
- **Structured Secondary & ECHS Interventions:** Students in need of academic or language support are provided with targeted tutorials during our daily built-in Enrichment & Advisory Periods, after-school sessions, and specialized Saturday Academies to minimize disruption to their core dual credit classes with South Texas College.
- **Rigorous Co-Teaching and Inclusion Models:** Special Education inclusion teachers collaborate weekly with general education teachers during Collaborative Learning Communities (CLCs) to co-plan backwards-designed lesson plans, select appropriate supplemental aids, and integrate IEP-driven accommodations into the core curriculum.
- **Research-Based Language Supports:** Core teachers across all content areas implement high-yield language acquisition strategies—including Sheltered Instruction Observation Protocol (SIOP) and Content-Based Language Instruction (CBLI) models—to support reading comprehension and oral language development among English Learners.
- **Advanced Educational Resources:** Our campus has transitioned mathematics instruction to the district-mandated Bluebonnet math curriculum while integrating AP College Board resources (AP Classroom, AP Daily, and Pre-AP learning suites) to scaffold college-level academic rigor for all student groups.
- **Data-Driven Language Monitoring:** English Learners' language progress across the four tested TELPAS domains (Listening, Speaking, Reading, and Writing) is monitored systematically using Summit K12 diagnostics and calibrated writing collections.

Challenges

While our overall student performance is exemplary, achieving our elite campus goal of raising our state accountability rating from 99 to a perfect 100 requires a relentless and systematic focus on closing our remaining instructional and language development gaps. We must address the specific linguistic needs of our 19% Bilingual/Emergent Bilingual (EB) student group and ensure our 8% Special Education (SPED) student group consistently meets high-stakes End-of-Course (EOC) Academic Growth expectations.

Key Student Support Challenges and Active 2026–2027 Targets:

- **TELPAS Composite Progress Drop (Our Core Targeted Improvement Plan Problem):** On the 2026 TELPAS composite assessment, only 35% of our Emergent Bilingual students met their annual progress target—a critical 26% drop from our 2025 baseline of 61%. Root cause analysis indicates that EB students did not consistently demonstrate growth across all four language domains due to inconsistent integration of language objectives (ELPS) into daily lesson plans, limited opportunities for structured academic discourse in core classes, and insufficient use of TELPAS-aligned progress monitoring.
 - *Active 2026–2027 Target:* Under our state-mandated Targeted Improvement Plan (TIP), we must raise our TELPAS composite progress rate to 60% or higher by June 2027.
- **Accelerating Masters-Level Performance for Special Populations:** Under Domain III (Closing the Gaps) criteria, we must push more students from our special populations past the Meets level and into the Masters level standard on STAAR EOC assessments to elevate our overall STAAR Performance component score.
 - *Active 2026–2027 Target:* Close academic achievement gaps by ensuring that at least 30% of our EB student population achieves the Masters Grade Level standard across English I, English II, Biology, and US History EOC assessments.
- **Decline in Academic Growth for Special Education Students:** Although our overall Academic Growth scaled score is a 93 (Grade A), our 8% Special Education student group requires highly calibrated, IEP-driven instructional accommodations and co-teaching support to prevent learning loss and ensure they consistently meet their annual state-calculated EOC growth measures.
 - *Active 2026–2027 Target:* Ensure our SPED student group meets at least 90% of their evaluated Academic Growth indicators in Domain III, demonstrating a minimum of 2% growth on RLA and Mathematics EOC assessments.
- **Systematic Implementation of Cross-Curricular Writing:** To prepare our English Learners and Special Education students for the rigorous writing demands of college dual credit coursework and the TELPAS writing collections, core teachers across all content areas must receive professional development to systematically implement the "Write a Little, A Lot" strategy.
- **Monitoring Algebra I Performance During Bluebonnet Math Transition:** Following the district-mandated transition away from Carnegie and Reveal Math, we must closely monitor the math performance of our SPED and EB student groups using weekly DMAC data to ensure they maintain their high math standards under the new Bluebonnet math curriculum.
 - *Active 2026–2027 Target:* Maintain our outstanding mathematics achievement by raising our STAAR Algebra I EOC Meets performance from 92% to 98% or higher across all evaluated student groups.

- **Linguistic and Academic Interventions (SIOP, CBLI, and CIF Frameworks):** Secondary-level language and academic interventions must be monitored weekly through calibrated walkthroughs to ensure teachers are integrating academic discourse, sentence stems, and scaffolded prompts to support cognitive growth bell-to-bell.

GOAL AREA 2: STUDENT SUPPORTS

Annual Goal 2: School Progress (Closing the Gaps & TELPAS TIP Integration)

By June 2027, PSJA Collegiate School of Health Professions will close academic achievement gaps among special populations, ensuring that all identified student groups meet 100% of their evaluated indicators in Domain III (Closing the Gaps). Specifically, the campus will implement its state-mandated Targeted Improvement Plan (TIP) to elevate the percentage of Emergent Bilingual (EB) students (representing 19% of our student population) meeting their annual TELPAS composite progress target from a 2026 baseline of 35% to 60% or higher by June 2027.

OBJECTIVE 1: TELPAS Targeted Improvement Plan (TIP) Integration

Implement a comprehensive, data-driven schoolwide language acquisition and support system aligned to the English Language Proficiency Standards (ELPS) and TELPAS domains to accelerate academic language development and structured discourse across all content areas.

Strategy 1: Use Specialized Sentence Stems & Conversation Frames to Support Rigorous Secondary Academic Language Production and Socratic Discourse

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza), Collaborative Learning Leader (Reyna Torres), Department Heads (Brittany Herrera - ELA, Jesus Hernandez - Math, Analynn Gundran - Science, Jason Crutchfield - Social Studies), and core content teachers.

Action Steps:

1. **Embed Sentence Stems in Daily Content and Language Objectives (ELPS) & Secondary High-Yield Tasks (SIOP & CBLI):** Core teachers will explicitly write and display bilingual, ELPS-aligned language objectives alongside their content objectives daily. Teachers will design and post discipline-specific sentence stems directly tied to daily rigorous high school tasks (e.g., formulating clinical hypotheses in Biology, defending claims with textual evidence in AP Seminar, and explaining algebraic proofs using the district-mandated Bluebonnet math curriculum).
2. **Utilize Partner or Group Talk with Scaffolded Frames (CIF & Kagan Structures):** During collaborative peer-to-peer activities (such as Socratic Seminars, peer Tuning Protocols, and Kagan cooperative learning structures), teachers will assign structured conversation frames.

These frames will require EB students to use advanced academic language to justify, synthesize, or critique ideas of bell-to-bell, ensuring active oral language production in the Speaking and Listening domains.

3. **Create a Collegiate Language Toolkit & High-Cognitive Interactive Word Wall:** Teachers will maintain interactive Academic Word Walls and student data folders. These toolkits will feature categorized academic stems organized by cognitive depth (e.g., analyzing medical literature in Study Sync, justifying mathematical limits, and synthesizing AP historical documents)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • High-Quality Secondary Curriculum Templates and Pacing Calendars • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • Study Sync ELAR digital platforms • Summit K12 English Language Proficiency software and Voice-Recording Headsets • State and local student STAAR-EOC/TSIA data • Student Laptops • Interactive ELPS Discourse Toolkits and sentence stems	• Backwards-design lesson plans annotated with specific Content and Language Objectives (ELPS) • Completed walkthrough documentation monitoring SIOP and Common Instructional Framework (CIF) model execution • TCLC agendas and sign-in sheets • Student data portfolios and goal sheets used during Advisory periods • District specialist walkthrough logs and administrative coaching forms	• Exemplary student achievement gains on STAAR EOC assessments (English I, English II, Algebra I), driving our campus toward a perfect 100 scaled score • 60% or more of Emergent Bilingual students meeting their annual TELPAS composite progress targets [At least 30% of our EB student population achieving the Masters Grade Level standard across English I, English II, Biology, and US History EOC assessments • Increased student TSIA2 qualification rates and AP exam passing rates • Exceptional teacher retention rates and TIA designations	• Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • Summit K12 interim assessments and Mock TELPAS speaking/listening tests • AP Classroom Unit Progress Checks and TSIA diagnostic screeners • Results-Driven Accountability (RDA) indicators

GOAL AREA 2: STUDENT SUPPORTS

Annual Goal 2: School Progress (Closing the Gaps & TELPAS TIP Integration)

By June 2027, PSJA Collegiate School of Health Professions will close academic achievement gaps among special populations, ensuring that all identified student groups meet 100% of their evaluated indicators in Domain III (Closing the Gaps). Specifically, the campus will implement its state-mandated Targeted Improvement Plan (TIP) to raise the percentage of Emergent Bilingual (EB) students (representing 19% of our student population) meeting their annual TELPAS composite progress target from a 2026 baseline of 35% to 60% or higher by June 2027.

Objective 1: TELPAS Targeted Improvement Plan (TIP) Integration

Implement a comprehensive, data-driven schoolwide language acquisition and support system aligned to the English Language Proficiency Standards (ELPS) and TELPAS domains to accelerate academic language development and structured discourse across all content areas.

Strategy 2: Integrate High-Cognitive Visuals, Clinical Realia, and Scaffolded Vocabulary Instruction to Accelerate Secondary Academic Language Acquisition

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds, and State Compensatory Education²
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza), Collaborative Learning Leader (Reyna Torres), Department Heads (Brittany Herrera - ELA, Jesus Hernandez - Math, Analynn Gundran - Science, Jason Crutchfield - Social Studies), and core content teachers³.

Action Steps:

1. **Pre-Teach Multi-Syllabic Academic & Medical/Mathematical Vocabulary with High-Resolution Visual Supports (SIOP & CBLI):** Before introducing rigorous AP, STAAR-EOC, or South Texas College (STC) dual credit content, core teachers will utilize Content-Based Language Instruction (CBLI) to pre-teach Tier 2 and Tier 3 academic vocabulary. Teachers will pair complex terminology with high-resolution clinical diagrams, anatomical models, physiological process charts, or graphical representations (such as coordinate planes in our district-mandated Bluebonnet mathematics curriculum or structural charts in AP Classroom) to build immediate, concrete mental frameworks for our Emergent Bilingual students.
2. **Integrate Healthcare Clinical Realia and Advanced Laboratory Materials during Classroom Instruction (CIF & Hands-On Learning):** Core teachers will use clinical, and medical-grade instruments (e.g., stethoscopes, sphygmomanometers, anatomical models, pipettes, and precision scales) during health-science and laboratory instruction. These physical objects will be used to anchor rigorous, collaborative student interactions under the Common Instructional Framework (CIF), requiring students to verbally describe clinical observations and scientific processes using advanced academic language.

3. Establish Discipline-Specific Visual Word Walls, Digital Glossaries, and Sentence Frames (ELPS Calibration): Classrooms will feature interactive, high-cognitive-demand Academic Word Walls highlighting structural root words, prefixes, and suffixes. (e.g., medical terminology morphology). Students will maintain Digital Interactive Medical and Scientific Glossaries on their Chromebooks, analyzing linguistic structures, and constructing complex sentences using rigorous, field-specific sentence frames.

- *Healthcare/Science Frame Example: "When evaluating the clinical significance of a patient presenting with hypernatremia, the clinician must hypothesize that the physiological mechanism is..."*
- *Bluebonnet Mathematics Frame Example: "According to the parameters of the function in the Bluebonnet curriculum, the limit of approaches infinity can be mathematically modeled as..."*

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • High-quality secondary curriculum templates and pacing calendars • District-mandated Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, and Pre-AP suites) • Study Sync ELAR digital platforms and curriculum materials • Summit K12 English Language Proficiency Platform and Voice-Recording Headsets • Clinical Realia and Medical-Grade Instruments (stethoscopes, anatomical models, physiological charts, etc.) • High School Chromebooks/Laptops	• Core curriculum pacing documents and scope and sequences • Backwards-design lesson plans annotated with specific Content and Language Objectives (ELPS) • TCLC agendas and sign-in sheets • T-TESS-aligned walkthrough logs documenting the daily implementation of SIOP, CBLI, and CIF models • Student-maintained digital vocabulary glossaries, clinical logs, and academic portfolios • Weekly platform usage reports (Summit K12 and AP Classroom)	• Student Achievement gains on STAAR-EOC assessments (English I, English II, Algebra I, Biology, and US History) driving our campus toward our perfect 100 scaled score campaign • Outstanding TELPAS Composite Progress on track to hit our state-mandated Targeted Improvement Plan (TIP) annual goal of 60% or higher (elevating performance from our 35% baseline) • Results-Driven Accountability (RDA) report metrics • Close the academic achievement gap by ensuring that at least 30% of our EB student population achieves the Masters Grade Level standard across English I, English II, Biology, and US History EOC assessments • Elevated TSIA qualification rates and college-readiness benchmarks	• Bi-weekly Formative Assessments (FAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR-EOC practice testing cycles • Mock TELPAS speaking, listening, and writing assessments • Summit K12 progress monitoring and interim language diagnostic reports • AP Classroom Unit Progress Checks and AP practice exam trials • Results-Driven Accountability (RDA) indicators • TSIA diagnostic screeners and college-readiness exams

GOAL AREA 2: STUDENT SUPPORTS

Annual Goal 2: School Progress (Closing the Gaps & TELPAS TIP Integration)

By June 2027, PSJA Collegiate School of Health Professions will close academic achievement gaps among special populations, ensuring that all identified student groups meet 100% of their evaluated indicators in Domain III (Closing the Gaps). Specifically, the campus will implement its state-mandated Targeted Improvement Plan (TIP) to raise the percentage of Emergent Bilingual (EB) students (representing 19% of our student population) meeting their annual TELPAS composite progress target from a 2026 baseline of 35% to 60% or higher by June 2027.

Objective 1: TELPAS Targeted Improvement Plan (TIP) Integration

Implement a comprehensive, data-driven schoolwide language acquisition and support system aligned to the English Language Proficiency Standards (ELPS) and TELPAS domains to accelerate academic language development and structured discourse across all content areas.

Strategy 3: Incorporate Structured, High-Cognitive Collaborative Conversations and Socratic Discourse to Accelerate Student Verbal Production and Peer Collaboration

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds, and State Compensatory Education
- **Persons Responsible:** Principal (Mariza Saenz), Assistant Principals (Mario Gonzalez III, Iris Suarez), Executive Officer for Secondary Schools (Dr. Nora Rivas-Garza), Collaborative Learning Leader (Reyna Torres), Department Heads (Brittany Herrera - ELA, Jesus Hernandez - Math, Analynn Gundran - Science, Jason Crutchfield - Social Studies), and core content teachers.

Action Steps:

1. **Establish and Teach Collegiate Academic Discourse Norms & Collaborative Discussion Roles (SIOP & CIF):** Core teachers will move away from elementary speaker/listener roles to explicitly teach advanced, health science-aligned discussion norms and assign rigorous, collaborative roles. During learning labs, students will take on specialized roles (such as Clinical Presenter, Data Analyst, Skeptic/Inquirer, and Recorder) to analyze complex medical texts or algebraic proofs. Teachers will utilize the Common Instructional Framework (CIF) practice of Collaborative Group Work to scaffold student interaction, ensuring that every student actively contributes to peer learning.
2. **Utilize Advanced Academic Sentence Stems, Conversation Frames, and Prompting Guides (CBLI & ELPS Calibration):** Teachers will provide students with high-cognitive-demand sentence starters to guide academic discussions, justify mathematical functions, and analyze scientific claims. These prompts will be embedded in daily tasks utilizing the district-mandated Bluebonnet math curriculum and AP College Board resources.
 - *Bluebonnet Math Frame: "Based on the mathematical parameters of the Bluebonnet curriculum, I hypothesize that the rate of change is... because..."*

- *AP/ELA Literature Frame: "After evaluating the author's rhetorical strategy in Study Sync, the evidence suggests that... which contradicts the claim that..."*

3. Implement Consistent Secondary Routines including CIF Small-Group Purposeful Talk and Socratic Seminars (SIOP & Kagan Structures):

Core teachers will embed structured, high-yield verbal routines into daily instruction to support oral language development for our 60% TELPAS composite progress goal. Routines will include:

- *CIF Small-Group Purposeful Talk:* Structured peer discussions analyzing health science case studies or historical documents.
- *Socratic Circles & Seminars:* Student-led, evidence-based academic debates where students verbally synthesize, defend, and critique complex arguments.
- *Summit K12 Speaking Practice:* High-frequency, digital oral recordings utilizing specialized headsets to calibrate and prepare students for state-administered TELPAS oral assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • High-quality secondary curriculum templates and pacing calendars • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • Study Sync ELAR digital platforms and curriculum materials • Summit K12 English Language Proficiency Platform and Voice-Recording Headsets • Professional development materials on SIOP, CBLI, and the Common Instructional Framework (CIF) • Student Laptops	• Core curriculum pacing documents and scope and sequences • Backwards-design lesson plans annotated with specific Content and Language Objectives (ELPS) • TCLC agendas and sign-in sheets • T-TESS-aligned walkthrough logs documenting the daily implementation of SIOP, CBLI, and CIF models • Socratic Seminar rubrics, peer-calibration logs, and completed student discussion self-evaluations • High-frequency student speaking practice recordings on Summit K12	• Student Achievement gains on STAAR EOC assessments (English I, English II, Algebra I, Biology, and US History) driving our campus toward our perfect 100 scaled score campaign • Outstanding TELPAS Composite Progress on track to hit our state-mandated Targeted Improvement Plan (TIP) annual goal of 60% or higher (elevating performance from our 35% baseline) • Results-Driven Accountability (RDA) report metrics • Close the academic achievement gap by ensuring that at least 30% of our EB student population achieves the Masters Grade Level standard across English I, English II, Biology, and US History EOC assessments • Elevated TSIA qualification rates and college-readiness benchmarks.	• Weekly and bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • Mock TELPAS speaking, listening, and writing assessments • Summit K12 progress monitoring and interim language diagnostic reports • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA diagnostic screeners and college-readiness exams

GOAL AREA 2: STUDENT SUPPORTS

Annual Goal 2: School Progress (Closing the Gaps & Special Populations Alignment)

By June 2027, PSJA Collegiate School of Health Professions will close academic achievement gaps among special populations, ensuring that all identified student groups meet 100% of their evaluated indicators in Domain III (Closing the Gaps). Specifically, the campus will implement specialized academic supports for our Special Education student group (representing 8% of our campus population) and our Bilingual/Emergent Bilingual student group (representing 19% of our population) to ensure they meet or exceed their annual state-calculated End-of-Course (EOC) Academic Growth measures in Domain II, Part A.

OBJECTIVE 2: Special Education IEP Alignment & Academic Growth status

Implement individualized intervention plans aligned to each student's Individualized Education Program (IEP), with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets, demonstrating a minimum of 2% growth in academic progress on Reading Language Arts (English I & II) and Mathematics (Algebra I) EOC assessments by June 2027.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals to Track Secondary Standards, EOC Growth, and College Readiness Benchmarks

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal, Assistant Principals, Special Education Department Chair, Inclusion Teachers, Core EOC Teachers, and Collaborative Learning Leader (CLL).

Action Steps:

1. **Select and Implement Secondary ECHS-Appropriate Progress Monitoring Tools Aligned to IEP Goals (CIF & SIOP Scaffolding):** Special education inclusion teachers and general education teachers will co-plan during Collaborative Learning Communities (CLCs) to select and implement reliable, high school-level progress monitoring tools directly aligned to each student's IEP goals in Reading (via Study Sync), Mathematics (via the district-mandated Bluebonnet math curriculum), and advanced college readiness (via AP Classroom and TSIA2 frameworks). They will integrate Common Instructional Framework (CIF) scaffolding, and SIOP/CBLI supports accommodating reading comprehension and mathematical logic.
2. **Establish a Structured Bi-weekly and Monthly Progress Monitoring Schedule (DMAC & TSIA Tracking):** Core general education and special education co-teachers will execute a bi-weekly and monthly progress monitoring schedule using short, standard-aligned assessments, TSIA2 diagnostic screeners, AP Classroom Unit Progress Checks, and DMAC Student Progress Profiles. This high-frequency tracking will pinpoint student growth trends, identify academic or language acquisition concerns early, and keep students on track toward their STAAR-EOC growth targets.

3. **Record, Analyze, and Adjust Instruction via Collaborative TCLC Sessions (RTI Advisory Support):** Inclusion teachers and general education teachers will document progress data within the campus-based digital monitoring system (DMAC). Results will be analyzed bi-weekly during Collaborative Learning Communities (CLCs) to dynamically adjust co-teaching instruction, select appropriate supplemental aids, and schedule targeted interventions during daily built-in Enrichment & Advisory Periods or Saturday Enrichment/Academies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • High-Quality Curriculum Templates and Calendars • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, and Pre-AP suites) • Study Sync ELAR platforms and digital materials • State and local student EOC/TSI data • Campus-based progress monitoring system (DMAC reports, quintile charts, distractor analysis) • IEP data folders and success tracking profiles	• Individual IEP documentation and service logs • Backwards-designed co-taught lesson plans annotated with T-TESS-aligned accommodations and modifications • CLC/TCLC planning agendas and sign-in sheets • Walkthrough documentation monitoring inclusion and co-teaching models • Completed student-teacher academic goal conference logs	• Measurable Academic Growth on STAAR EOC assessments (English I, English II, and Algebra I) • Closing academic achievement gaps in Domain III (Closing the Gaps) • Special Education student group demonstrating a minimum of 2% growth on EOC Reading and Mathematics assessments • Increased TSIA qualification rates and college-readiness benchmarks	• Bi-weekly Formative Assessments (FAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA diagnostic screeners and college-readiness exam • Student IEP progress reports

GOAL AREA 2: STUDENT SUPPORTS

Annual Goal 2: School Progress (Closing the Gaps & Special Populations Alignment)

By June 2027, PSJA Collegiate School of Health Professions will close academic achievement gaps among special populations, ensuring that all identified student groups meet 100% of their evaluated indicators in Domain III (Closing the Gaps). Specifically, the campus will implement specialized academic supports for our Special Education student group (representing 8% of our campus population) and our Bilingual/Emergent Bilingual student group (representing 19% of our population) to ensure they meet or exceed their annual state-calculated End-of-Course (EOC) Academic Growth measures in Domain II, Part A.

Objective 2: Special Education IEP Alignment & Academic Growth Status

Implement individualized intervention plans aligned to each student's Individualized Education Program (IEP), with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets, demonstrating a minimum of 2% growth in academic progress on Reading Language Arts (English I & II) and Mathematics (Algebra I) EOC assessments by June 2027.

Strategy 2: Hold Collaborative Data Review Meetings Each Quarter to Calibrate Instructional Accommodations, Monitor EOC Growth, and Evaluate College Readiness

- Timeline: September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal, Assistant Principals, Counselor, Special Education Department Chair, Core Content Department Heads, and Core Content Teachers.

Action Steps:

1. **Schedule Quarterly Meetings and Invite Key ECHS Stakeholders (Interdisciplinary Data-Sharing):** Set dates at the beginning of the academic year for interdisciplinary Quarterly Campus Performance Reviews (CPRs) and District Review Sessions (DRSs). Invite all relevant staff—including Special Education inclusion teachers, general education core EOC teachers (English I, English II, Algebra I, Biology, and US History), counselors, and campus administrators. These collaborative sessions will focus on aligning IEP-driven accommodations with high-stakes EOC growth expectations and ensuring that the 19% Bilingual/Emergent Bilingual (EB) student group is on track to meet our annual 60% TELPAS composite progress target.
2. **Prepare and Share Student Growth and College Readiness Data in Advance (DMAC Data-Profiling):** Prior to each quarterly session, compile and distribute comprehensive ECHS student progress data using a standardized campus template. Shared data profiles will include DMAC student growth tracking profiles, district Content-Based Assessment (CBA) results, TSIA2 college-readiness benchmarks, and AP Classroom Unit Progress Checks. This proactive profiling allows teachers and inclusion specialists to review individual student trajectories, identify specific standards of concern (TEKS), and evaluate linguistic progress under the English Language Proficiency Standards (ELPS) prior to the meeting.
3. **Develop, Document, and Execute Action Plans (Targeted ECHS Interventions & Advisories):** During quarterly sessions, collaboratively identify students who are meeting growth measures and those requiring timely instructional adjustments. Develop and document specific next steps with designated responsibilities. Core general education and special education teachers will adjust classroom delivery by embedding Research-Based Instructional Strategies (RBIS), the Common Instructional Framework (CIF), and Sheltered Instruction Observation Protocol (SIOP) strategies bell-to-bell. Timely, targeted interventions—such as customized EOC tutorials, Summit K12 voice-recording practice, and TSIA2 diagnostic clinics—will be integrated directly into our built-in daily Enrichment & Advisory Periods and Saturday Academies to protect students' core dual-credit schedules with higher education partners.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • High-quality secondary curriculum templates and pacing calendars • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • StudySync ELAR platforms and digital materials • Summit K12 English Language Proficiency Platform and Voice-Recording Headsets • State and local student EOC/TSIA data • Campus-based progress monitoring system (DMAC reports, quintile charts, distractor analysis, and growth profiles) • IEP data folders and SuccessEd student tracking logs	• Scheduled calendar, agendas, and signed attendance rosters for Quarterly Campus Performance Reviews (CPRs) • Standardized student data-profiling templates completed by core departments • Backwards-designed, co-taught lesson plans annotated with T-TESS-aligned accommodations and modification • Completed student-teacher academic goal conference logs and individualized advisory trackers • Walkthrough logs documenting classroom execution of SIOP, CBLI, and CIF models	• Exemplary student achievement gains on STAAR EOC assessments (English I, English II, and Algebra I) driving our campus toward a perfect 100 scaled score campaign • Meeting 100% of our evaluated indicators in Domain III (Closing the Gaps) • Special Education student group demonstrated a minimum of 2% growth on EOC Reading and Mathematics assessments • Outstanding TELPAS Composite Progress on track to hit our state-mandated Targeted Improvement Plan (TIP) annual goal of 60% or higher (elevating performance from our 35% baseline) • Elevated TSIA qualification rates and college-readiness benchmarks	• Bi-weekly Formative Assessments (FAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR-EOC practice testing cycle • Mock TELPAS speaking, listening, and writing assessment • Summit K12 progress monitoring and interim language diagnostic reports • AP Classroom Unit Progress Checks and AP practice exam trials • Student IEP progress reports

GOAL AREA 2: STUDENT SUPPORTS

Annual Goal 2: School Progress (Closing the Gaps & Special Populations Alignment)

By June 2027, PSJA Collegiate School of Health Professions will close academic achievement gaps among special populations, ensuring that all identified student groups meet 100% of their evaluated indicators in Domain III (Closing the Gaps). Specifically, the campus will implement specialized academic supports for our Special Education student group (representing 8% of our campus population) and our Bilingual/Emergent Bilingual student group (representing 19% of our population) to ensure they meet or exceed their annual state-calculated End-of-Course (EOC) Academic Growth measures in Domain II, Part A.

Objective 2: Special Education IEP Alignment & Academic Growth Status

Implement individualized intervention plans aligned to each student's Individualized Education Program (IEP), with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets, demonstrating a minimum of 2% growth in academic progress on Reading Language Arts (English I & II) and Mathematics (Algebra I) EOC assessments by June 2027.

Strategy 3: Conduct Regular IEP-Driven Small Group or 1:1 Instruction to Support Secondary Standards, EOC Growth, and College Readiness (ECHS Health Science Translation)

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Principal, Assistant Principals, Special Education Department Chair, Inclusion/Co-Teachers, Core EOC Content Teachers, and Collaborative Learning Leader (CLL).

Action Steps:

1. **Create an ECHS-Aligned Instructional Schedule Based on Student IEP Service Minutes and Dual Credit Pacing:** Review each Special Education student's IEP to determine required instructional service minutes. General education teachers, inclusion teachers, and campus administrators will collaboratively construct a weekly master schedule that protects dedicated time for targeted small-group workshops, co-taught inclusion blocks, or 1:1 specialized instruction. This scheduling will be carefully coordinated with higher education partner academic crosswalks to ensure that targeted academic support is seamlessly woven into the student's high school and dual credit routines without causing scheduling or clinical practice conflicts.
2. **Plan and Deliver High-Quality, Scaffolded Lessons Aligned to IEP Goals (CIF & SIOP Integration):** Design weekly lessons using Research-Based Instructional Strategies (RBIS) and high-yield Common Instructional Framework (CIF) models (such as Scaffolding, Writing-to-Learn, and Collaborative Group Work). Instead of elementary phonics or physical manipulatives, co-teachers will utilize rigorous, college-preparatory materials, including StudySync ELAR digital platforms, the district-adopted Bluebonnet math curriculum, and AP College Board resources (AP Classroom personal progress checks) [29, 31, Image 50, 326]. Teachers will embed SIOP (Sheltered Instruction) and CBLI (Content-Based Language Instruction) accommodations—such as clinical graphic organizers, medical-themed vocabulary roots, and algebraic concept maps—to directly address each student's specific IEP academic goals while maintaining high cognitive rigor.
3. **Track Student Participation, Accommodations, and Progress (SuccessEd & DMAC):** Utilize a rigorous, digital tracking system (including SuccessEd and DMAC Student Progress Profiles) to document student attendance, specific instructional modifications implemented, student cognitive response, and required adjustments after each small-group or 1:1 session. General education and special education co-teachers will analyze this progress monitoring data bi-weekly during Collaborative Learning Communities (CLCs) to ensure timely, data-driven modifications to classroom instruction and tutorial groupings

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS Resource System (TCMPC) • High-quality secondary curriculum templates and pacing calendars • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • Study Sync ELAR platforms and digital materials • SuccessEd digital IEP program • State and local student EOC/TSI data • Campus-based progress monitoring system (DMAC reports, student progress profiles, and quintile charts) • Chromebooks/laptops	• Backwards-designed, co-taught lesson plans annotated with IEP accommodations and modifications • Completed SuccessEd digital service logs and teacher service schedules • Walkthrough documentation monitoring inclusion and co-teaching model implementation • CLC/TCLC weekly agendas and sign-in sheets • Student-maintained digital goal-tracking folders and advisory reflection logs	• Special Education student group demonstrating a minimum of 2% growth on RLA (English I & II) and Mathematics (Algebra I) EOC assessments to meet Domain III growth indicator • Closing academic achievement gaps in Domain III, maintaining our perfect 100 scaled score • Exemplary student achievement gains on STAAR EOC assessments driving our campus toward a perfect 100 scale score campaign • Increased student TSIA2 qualification rates and AP exam completions • Exceptional teacher retention rates and TIA designations	• Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA diagnostic screeners and college-readiness exams • Student IEP progress reports

AREA LEADS:

Administration, CLL, Department Heads, Teachers



GOAL AREA 2: LEADERSHIP GROWTH

Areas Reviewed: Student Performance (Instructional Leadership & Academic Outcomes)

Strengths

The campus leadership team provides our high school faculty with a standard-aligned, highly rigorous, and viable curriculum that is tightly integrated with South Texas College (STC) dual credit academic crosswalks and Advanced Placement (AP) course syllabi. The secondary curriculum and pacing guides are continuously updated immediately following common formative assessments, Content-Based Assessments (CBAs), and district benchmark testing cycles. This ongoing curriculum alignment and refinement process is collaboratively managed by the district's Secondary Curriculum & Instruction Department, campus administrators (Principal, Assistant Principals), our Collaborative Learning Leader (CLL), and our core content department heads.

Our campus utilizes the advanced DMAC data assessment platform to capture real-time student performance by individual Texas Essential Knowledge and Skills (TEKS) Student Expectations (SEs) and student groups. Within 48 hours of any assessment, DMAC reports (including quintile charts, distractor analysis, and item-level disaggregation) are analyzed during daily Collaborative Learning Communities (CLCs) to prescribe immediate classroom-based corrective instruction, targeted tutorials, and academic interventions.

Key leadership-driven student performance strengths include:

- **Exemplary State Accountability Standing:** Campus leadership successfully navigated our school toward a state accountability rating of an A with an overall scaled score of a 99. Our campus also secured a perfect scaled score of 100 in Domain III (Closing the Gaps), a 100% graduation rate, and a 100% College, Career, and Military Readiness (CCMR) status.
- **Outstanding STAAR-EOC Baseline Performance:** Leadership's relentless focus on cognitive rigor resulted in an outstanding STAAR-EOC baseline across all tested subjects (English I, English II, Algebra I, Biology, and US History), maintaining an overall campus performance of 98% Approaches, 90% Meets, and 38% Masters levels.
- **College-Preparatory Academic Design:** 100% of our high school students are placed on a graduation track under the Distinguished Level of Achievement with Collegiate Honors. Students can earn associate degrees (60 credit hours) or professional certificates from South Texas College concurrently with their high school diplomas.
- **Rigorous Co-Teaching and Inclusion Models:** Special Education inclusion teacher collaborate weekly with general education teachers during daily Collaborative Learning Communities (CLCs) to co-plan backwards-designed lesson plans, select appropriate supplemental aids, and integrate IEP-driven accommodations into the core curriculum.
- **High-Yield Instructional Frameworks:** Core classrooms utilize AP College Board resources (AP Classroom, Pre-AP suites, and AP Daily learning tools) alongside the Common Instructional Framework (CIF)—focusing on Writing-to-Learn, Scaffolding, and Small-Group Purposeful Talk—to align high school pacing with collegiate expectations.

- **Calibrated Administrator Team Walks:** Campus administrators execute monthly "Team Walks" with our Secondary Executive Officer to calibrate walkthrough tools (aligning observations to T-TESS evaluation standards), monitor the daily implementation of SIOP and CBLI strategies, and identify school-wide professional development trends.

Challenges

While our campus achievement remains among the elite in the state, reaching our ultimate campus campaign goal of moving our overall state report card score from 99 to a perfect 100 requires a relentless, leadership-driven focus on our remaining instructional gaps. Campus leaders must systematically support and monitor faculty in addressing the linguistic development of our 19% Bilingual/Emergent Bilingual (EB) population and ensure that our 8% Special Education (SPED) student group consistently meets high-stakes End-of-Course (EOC) academic growth expectations.

Key Leadership Growth and Student Performance Challenges:

- **TELPAS Composite Progress Drop (Our Core Targeted Improvement Plan Problem):** On the 2026 TELPAS composite assessment, only 35% of our Emergent Bilingual students met their annual progress target—a critical 26% drop from our 2025 baseline of 61%. Root cause analysis indicates that EB students did not consistently demonstrate growth across all four language domains due to inconsistent integration of language objectives (ELPS) into daily lesson plans, limited opportunities for structured academic discourse in core classes, and insufficient use of TELPAS-aligned progress monitoring.
 - *Active 2026–2027 Target:* Under our state-mandated Targeted Improvement Plan (TIP), campus leadership must monitor and support teachers to raise our TELPAS composite progress rate to 60% or higher by June 2027.
- **EOC English I and English II Masters-Level Acceleration:** To elevate our Domain I STAAR Performance component score, leadership must build teacher capacity to push more students past the "Meets" standard into "Masters". While 91% of our students score at the Meets level on English I and II, our Masters rates are a key bottleneck, with English I at 24% Masters and English II at 29% Masters.
 - *Active 2026–2027 Target:* Support English teachers to increase ninth-grade English I Meets to 95% (pushing Masters performance to at least 47%) and tenth-grade English II Meets to 95% (pushing Masters performance to at least 30%).
- **Bluebonnet Math Curriculum Transition & Algebra I Mastery:** Following the district-mandated transition away from Reveal Math and Carnegie, campus leadership must monitor the implementation of the new Bluebonnet math curriculum with 100% fidelity, ensuring this curricular transition supports our push to maximize student success in Algebra I.
 - *Active 2026–2027 Target:* Support math teachers to raise STAAR Algebra I EOC Meets performance from 92% to our active target of 98% or higher, while accelerating Masters performance to 69%.
- **Closing Gaps for Special Education (SPED) Populations:** To maintain our perfect 100 in Domain III (Closing the Gaps), campus leadership must monitor co-taught inclusion blocks weekly to ensure our 8% Special Education student group receives highly calibrated, IEP-driven accommodations and specialized supports.
 - *Active 2026–2027 Target:* Ensure our SPED student group meets at least 90% of evaluated Academic Growth indicators in Domain III, demonstrating a minimum of 2% growth on RLA and Mathematics EOC assessments.

- **Walkthrough and T-TESS Calibration:** School administration must participate in regular calibration sessions to ensure teacher evaluations are fair and valid and provide targeted feedback that moves classroom instruction toward the distinguished level.
- **Systematic Cross-Curricular Writing:** Campus leaders must provide professional development for all core teachers to implement the "Write a Little, A Lot" strategy and utilize Sheltered Instruction Observation Protocol (SIOP) and Content-Based Language Instruction (CBLI) models daily to support academic discourse and written expression.

GOAL AREA 2: LEADERSHIP GROWTH

Annual Goal 1: Teacher Quality and Effective Instruction

By June 2027, Pharr-San Juan-Alamo ISD will ensure that 100% of teachers deliver high-quality, engaging lessons that maximize at least 95% of instructional time. This standard of excellence will directly drive our school-wide campaign to move our overall campus state accountability scaled score from a 99 (A) to a perfect 100 (A) by elevating classroom rigor, eliminating transitional deadtime, and maximizing student-centered academic engagement across all End-of-Course (EOC), Advanced Placement (AP), and dual credit classrooms.

Objective 1: Standards-Based Lesson Planning and Alignment

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

Strategy 1: Provide a Clear, Streamlined Collegiate Lesson Plan Template Aligned to T-TESS, CIF, SIOP, and CBLI Standards

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Executive Officers for Secondary Schools, District Content Coordinators, Campus Administration (Principal and Assistant Principals), and the Collaborative Learning Leader (CLL).

Action Steps:

1. **Develop and Share a Consistent Collegiate Lesson Plan Template (CIF & SIOP Integrated):** Campus leadership will develop and distribute a standardized campus lesson planning template. The template will explicitly require core ECHS teachers to document T-TESS domains, ELPS-aligned content and language objectives (SIOP/CBLI), and Common Instructional Framework (CIF) high-yield instructional strategies (such as Writing-to-Learn, Scaffolding, and Small-Group Purposeful Talk). This template ensures that every instructional minute is purposeful, college-aligned, and structured for maximum student cognitive engagement.

2. **Embed High-Quality Prompts, Exemplars, and Scaffolds for Core Departments:** Incorporate embedded prompts, scaffolding guides, and completed exemplars for Advanced Placement (AP) Classroom integration, South Texas College (STC) dual credit crosswalk alignments, and the district-mandated Bluebonnet math curriculum. Prompts will guide teachers in designing differentiated activities for our 19% Bilingual/Emergent Bilingual student population and 8% Special Education population using Content-Based Language Instruction (CBLI) strategies and IEP accommodations, eliminating any generic elementary guides.
3. **Offer High-Impact Professional Development & Weekly Calibration Sessions:** Deliver comprehensive training during the August 2026 professional development days, with weekly coaching and feedback sessions facilitated by the Collaborative Learning Leader (CLL) during Collaborative Learning Communities (CLCs). Refresher sessions will be scheduled each six weeks to review lesson plan alignment, analyze walkthrough trends, and calibrate the template's effectiveness using T-TESS standards

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • High-Quality High School Curriculum Calendars and Syllabi (StudySync, district-adopted Bluebonnet math curriculum, and College Board AP frameworks) • State and local student EOC/TSI data • Campus-based progress monitoring system (DMAC reports, Student Growth Profiles) • Centralized Google Drive folders for collaborative backwards-design lesson internalization • Digital collaborative platforms to revise, create, annotate, and edit lesson plans	• Campus district curriculum guides and scope & sequences • Weekly submitted backwards-design lesson plans with annotated pacing notes • CLC agendas and sign-in sheets • T-TESS-aligned walkthrough documentation and administrator feedback log • Lesson Internalization checklists and collaborative planning minutes	• Outstanding student achievement gains on STAAR EOC assessments (English I, English II, Algebra I, Biology, and US History) driving our campus toward a perfect 100 scaled score campaign • Increased percentage of English I (target 47%) and English II (target 30%) students achieving the Masters Grade Level standard • High teacher retention rates and Teacher Incentive Allotment (TIA) designations • Accelerated progress in TELPAS Composite Progress for Emergent Bilingual student populations (aiming for 60% or higher for the 2026-2027 school year, up from 35% in 2026) • Positive Results-Driven Accountability (RDA) report metrics • Improved student progress reports and six-week report cards	• Weekly and bi-weekly Formative Assessments • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trial • TSIA diagnostic screeners and college-readiness exam • Summit K12 interim language assessments and Mock TELPAS speaking/listening tests • Results-Driven Accountability (RDA) performance indicators • Student Growth Measures (SGMs) pulse checks

GOAL AREA 3: LEADERSHIP GROWTH

Annual Goal 1: Teacher Quality and Effective Instruction

By June 2027, Pharr-San Juan-Alamo ISD will ensure that 100% of teachers deliver high-quality, engaging lessons that maximize at least 95% of instructional time. This standard of excellence will directly drive our school-wide campaign to move our overall campus state accountability scaled score from a 99 (A) to a perfect 100 (A) by elevating classroom cognitive demand, minimizing transitional deadtime, and maximizing student-centered academic engagement across all End-of-Course (EOC), Advanced Placement (AP), and dual credit classrooms.

Objective 1: Standards-Based Lesson Planning and Alignment

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

Strategy 2: Implement a Weekly Planning Support System to Facilitate Data-Driven Lesson Design, Standard Alignment, and Rigorous Instructional Delivery

- **Timeline:** September 2026 – August 2027
- **Persons Responsible:** Executive Officers for Secondary Schools, District Content Coordinators, Campus Administration (Principal and Assistant Principals), Collaborative Learning Leader (CLL), and Core Content Department Heads.

Action Steps:

1. **Establish Dedicated CLC (Collaborative Learning Community) Planning Time for Team Lesson Internalization:** Campus leadership will establish daily, job-embedded Collaborative Learning Communities (CLCs) and common planning blocks within the high school master schedule. Teams will utilize this dedicated time to collaborate on lesson internalization, share diverse instructional perspectives, integrate the Common Instructional Framework (CIF) (such as Writing-to-Learn and Scaffolding), and calibrate language-acquisition strategies (SIOP/CBLI) to support our 19% Bilingual student population.
2. **Designate Collaborative Review, Support, and Feedback Systems Prior to Lesson Submission:** Designate the Collaborative Learning Leader (CLL) and core Department Heads to review weekly lesson plans, provide actionable coaching feedback, and facilitate peer-coaching loops at least one week prior to instructional delivery. Feedback will focus on ensuring that lesson designs include explicit Content and Language Objectives (ELPS), incorporate specialized accommodations for our 8% Special Education population, and utilize rigorous, college-preparatory materials.
3. **Utilize Planning Sessions to Align Curriculum Pacing, High-Yield Instructional Strategies, and Data-Driven Adjustments:** Use weekly CLC sessions to align classroom instruction with secondary district pacing guides, the district-mandated Bluebonnet math curriculum

(completely replacing Carnegie and Reveal Math), and AP College Board resources (AP Classroom, AP Daily, and Pre-AP suites). Lesson pacing and spiral reviews will be dynamically adjusted based on the disaggregation of bi-weekly DMAC data reports, ensuring that classroom delivery is responsive to student learning needs and targets STAAR-EOC Meets and Masters performance levels.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • Secondary District Pacing Guides and Scope & Sequences • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • Study Sync ELAR digital platforms and curriculum material • T-TESS-aligned walkthrough checklists • Instructional Rounds Documentation and Collaborative Planning Feedback Form • Centralized Google Drive folders for lesson planning, revisions, and digital annotations	• Detailed walkthrough checklists logged in our observation software • Backwards-designed lesson plans annotated with digital revision and feedback notes • Collaborative Learning Leader (CLL) calendars, CLC planning templates, and sign-in sheets • Peer-to-peer classroom observation logs and collaborative reflection summaries • Scheduled calendars and notes from campus instructional rounds	• Outstanding student achievement gains on STAAR EOC assessments (English I, English II, Algebra I, Biology, and US History), driving our campus toward a perfect 100 scaled score campaign • Significant academic growth on District Benchmark (BM1 and BM2) and Content-Based Assessment (CBA) scores • Elevated percentage of Algebra I students performing at Meets (98%) and Masters (69%) levels • Accelerated progress in TELPAS Composite Progress for Emergent Bilingual student populations, on track to meet our TIP goal of 60% or higher (elevating performance from our 35% baseline) • Increased student TSIA2 qualification rates and college-readiness benchmarks • Exceptional teacher retention rates and Teacher Incentive Allotment (TIA) designations	• Bi-weekly Common Formative Assessments (CFA) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA diagnostic screeners and college-readiness exams • Summit K12 interim language assessments and Mock TELPAS speaking/listening tests

GOAL AREA 3: LEADERSHIP GROWTH

Annual Goal 1: Teacher Quality and Effective Instruction

By June 2027, Pharr-San Juan-Alamo ISD will ensure that 100% of teachers deliver high-quality, engaging lessons that maximize at least 95% of instructional time. This standard of excellence will directly drive our school-wide campaign to move our overall campus state accountability scaled score from a 99 (A) to a perfect 100 (A) by elevating classroom cognitive demand, minimizing transitional deadtime, and maximizing student-centered academic engagement across all End-of-Course (EOC), Advanced Placement (AP), and dual credit classrooms.

Objective 1: Standards-Based Lesson Planning and Alignment

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

Strategy 3: Monitor and Provide Timely Feedback on Backward-Design Lesson Plans Aligned to T-TESS, CIF, SIOP, and CBLI Standards

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.
- **Persons Responsible:** Principal, Assistant Principals, Content Coordinators, Collaborative Learning Leader (CLL), and Core Content Department Heads.

Action Steps:

1. **Establish a Weekly Digital Review & Calibration System (T-TESS, SIOP, & CIF Aligned Rubric):** Campus administrators and the Collaborative Learning Leader (CLL) will implement a systematic weekly review of submitted backwards-designed lesson plans utilizing a standardized campus checklist. This rubric will evaluate curriculum pacing alignment with secondary district timelines, the integration of advanced AP College Board/Pre-AP learning suites, and the district-mandated Bluebonnet math curriculum. Plans will be audited to ensure they contain explicit Content and Language Objectives (ELPS), accommodations for our 8% Special Education population, and high-yield Common Instructional Framework (CIF) strategies.
2. **Deliver Actionable, 48-Hour Feedback Loops to Drive Rigor and Accommodation Calibration:** Provide constructive, standards-aligned feedback to teachers within 48 hours of lesson plan submission via our digital planning platform. Administrator feedback will specifically target scaffolding techniques for complex college-level texts (via Study Sync) and monitor the implementation of Content-Based Language Instruction (CBLI) and Sheltered Instruction Observation Protocol (SIOP) strategies. This ensures that language-acquisition interventions are fully calibrated before core instruction is delivered to our 19% Bilingual student population.
3. **Recognize, Share, and Scale Exemplar Lesson Designs to Build Professional Capacity:** Identify, document, and celebrate exemplar lesson plan submissions during weekly Collaborative Learning Community (CLC) sessions and through our campus professional development newsletters. By showcasing master teachers who successfully structure CIF Socratic Seminars, peer "Tuning Protocols", and student-led data portfolio tracking, the campus leadership team will build campus-wide instructional capacity, promote peer coaching opportunities, and transition teaching behaviors toward the T-TESS distinguished level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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KS Resource System (TCMPC) • Secondary District Pacing Guides & Scope and Sequences • District-adopted Bluebonnet Math Curriculum • AP College Board Resources (AP Classroom, AP Daily, Pre-AP suites, and progress checks) • Study Sync ELAR digital platforms and curriculum materials • Standardized ECHS Backwards-Design Lesson Planning Checklist (T-TESS Aligned) • Digital collaborative platforms to submit, revise, annotate, and review lesson plans • Professional training agendas and materials on SIOP, CBLI, and CIF frameworks	• Centralized Google Drive planning folders and submitted weekly lesson plans with annotated pacing note • Digitally documented administrator feedback forms submitted to teachers within 48 hours of lesson delivery • Collaborative Learning Leader (CLL) calendars, CLC planning templates, and sign-in sheet • Walkthrough observation logs verifying the classroom execution of reviewed lesson plan designs • Agendas and materials from CLC master-teacher exemplar showcase sessions	• Outstanding student achievement gains on STAAR EOC assessments (English I, English II, Algebra I, Biology, and US History), driving our campus toward a perfect 100 scaled score campaign • Significant academic growth on District Benchmark (BM1 and BM2) and Content-Based Assessment (CBA) scores • Elevated percentage of Algebra I students performing at Meets (98%) and Masters (69%) levels • Accelerated progress in TELPAS Composite Progress for Emergent Bilingual student populations, on track to meet our TIP goal of 60% or higher (elevating performance from our 35% baseline) • Positive Results-Driven Accountability (RDA) report metric • Exceptional teacher retention rates and TIA designations	• Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA2 diagnostic screeners and college-readiness exams • Summit K12 interim language assessments and Mock TELPAS speaking/listening tests • Results-Driven Accountability (RDA) performance indicators
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GOAL AREA 3: LEADERSHIP GROWTH**Annual Goal 2: Staff Quality, Recruitment, and Retention**

By June 2027, campus leadership will implement highly calibrated, data-driven evaluation systems to increase staff quality, recruitment, and retention, ensuring that 100% of core content teachers are certified for their teaching assignments, and that our campus maintains its elite state accountability rating of an A with an overall scaled score of 99.

Objective 2: Evaluation-Driven Professional Growth

Campus leaders will systematically utilize evaluation data (including T-TESS and the Spirit of PSJA) to drive targeted professional development, peer coaching, and instructional support, ensuring 100% of teachers meet or exceed their personalized professional growth goals and increase the percentage of classrooms performing at the "Accomplished" or "Distinguished" instructional level by June 2027.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development Aligned to T-TESS, CIF, SIOP, and CBLI Standards

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
- **Persons Responsible:** Executive Officers for Secondary Schools, District Content Coordinators, Campus Administration (Principal and Assistant Principals), and the Collaborative Learning Leader (CLL).

Action Steps:

1. **Analyze Evaluation Trends to Identify Campus-Wide Areas of Growth (T-TESS & DMAC Disaggregation):** Campus administrators will quarterly disaggregate T-TESS observation data (focusing on Domain 1: Planning and Domain 2: Instruction) alongside student growth metrics from the DMAC data platform. This analysis will pinpoint school-wide instruction trends, specifically monitoring how effectively teachers integrate Common Instructional Framework (CIF) models (such as Socratic Seminars and S3s) and Sheltered Instruction (SIOP/CBLI) strategies to accelerate language proficiency for our 19% Bilingual/Emergent Bilingual student population.
2. **Create Personalized Professional Development Plans Aligned to Evaluation Feedback:** Instead of generic early childhood training, administrators and teachers will collaboratively develop personalized professional growth plans during our August planning days and six-week reviews. These plans will align directly with T-TESS evaluation feedback, student End-of-Course (EOC) academic growth metrics, and college-readiness benchmarks. Personalized pathways will support teachers in pursuing advanced certifications, AP College Board for specialized suites, or dual credit instruction credentials through higher education partners.
3. **Offer Job-Embedded Coaching Cycles, Model Lessons, and Structured Peer Observations (CLL & Instructional Rounds):** Under the direction of campus leadership, the Collaborative Learning Leader (CLL) will complete at least two formal coaching cycles with each teacher per semester, providing immediate, high-leverage feedback. Campus administrators will coordinate monthly Instructional Rounds and peer-to-

peer "Inter-classroom Visitations". These sessions will allow teachers to observe master colleagues delivering model lessons that utilize Tuning Protocols, the Gradual Release of Responsibility model, and calibrated academic writing tasks ("Write a Little, A Lot")

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • Secondary District Pacing Guides & Scope and Sequence • T-TESS Teacher Evaluation Rubrics and observation software • State and local student EOC/TSIA data • Campus-based progress monitoring system (DMAC reports, Student Growth Profiles, and T-TESS dashboards) • Instructional Rounds protocols and peer calibration templates • Centralized Professional Development calendars and agendas	• Standards-aligned backwards-design lesson plans reflecting T-TESS growth goals • Collaborative Learning Leader (CLL) calendars, coaching schedules, and completed feedback logs • Signed teacher professional development plans and self-evaluations • Documentation of campus "Instructional Rounds" and signed peer observation reflection forms • Walkthrough observation data reports generated weekly through the evaluation system	• Student Achievement gains on STAAR EOC assessments (English I, English II, Algebra I, Biology, and US History), driving our campus toward our perfect 100 scaled score campaign • Accelerated progress in TELPAS Composite Progress for Emergent Bilingual student populations, on track to meet our active Targeted Improvement Plan (TIP) annual goal of 60% or higher (elevating performance from our 35% baseline) • Higher Teacher Ratings (T-TESS) moving toward the "Accomplished" and "Distinguished" levels • Positive Results-Driven Accountability (RDA) report metrics • Outstanding teacher retention rates and Teacher Incentive Allotment (TIA) designations	• Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • TSIA2 diagnostic screeners and college-readiness exams • AP Classroom Unit Progress Checks and AP practice exam trials • Summit K12 interim language assessments and mock TELPAS speaking/listening tests • Mid-year T-TESS check-ins and progress conferences to evaluate growth goal achievement

GOAL AREA 3: LEADERSHIP GROWTH

Annual Goal 2: Staff Quality, Recruitment, and Retention

By June 2027, campus leadership will implement highly calibrated, data-driven evaluation and recruitment systems to increase staff quality and retention, ensuring 100% of core content teachers are certified for their teaching assignments, and that our campus maintains its elite state accountability rating of an A with an overall scaled score of 99.

OBJECTIVE 2: Evaluation-Driven Professional Growth and Strategic Talent Acquisition

Campus leaders will utilize evaluation data (including T-TESS, TIA designations, and student growth outcomes) to optimize campus recruitment, hiring, and onboarding protocols, ensuring that 100% of newly recruited faculty are certified in hard-to-staff advanced academic areas and successfully trained in high-yield secondary instructional models (CIF, SIOP, and CBLI) by June 2027.

Strategy 2: Integrate Evaluation Insights, T-TESS/TIA Exemplars, and Advanced Academic Profiles into Recruitment and Hiring Protocols

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.
- **Persons Responsible:** Executive Officers for Secondary Schools, District Human Resources Personnel, Campus Administration (Principal and Assistant Principals), and Collaborative Learning Leader (CLL).

Action Steps:

1. **Analyze Evaluation and TIA Data to Identify Elite Teaching Competencies:** Campus administrators will disaggregate historical T-TESS evaluation data and Teacher Incentive Allotment (TIA) designation patterns to isolate the specific instructional competencies of our highest-performing teachers. Leadership will map the exact classroom behaviors of teachers who consistently achieve "Accomplished" and "Distinguished" ratings in T-TESS Domain 2 (Instruction) and Domain 3 (Learning Environment), specifically focusing on how they integrate the Common Instructional Framework (CIF) and Sheltered Instruction (SIOP/CBLI) to drive academic growth for our 19% Bilingual student population and 8% Special Education population.
2. **Design Rigorous, Behavior-Based Interview Protocols and Performance Tasks:** Translate generic elementary interview questions into highly rigorous, collegiate-aligned interview protocols. Selection processes for core, Advanced Placement (AP), and South Texas College (STC) dual credit positions will include behavior-based scenario questions and a mandatory teaching performance trial. Candidates will be required to demonstrate their capacity to pre-teach complex academic vocabulary, plan backwards-designed lessons with explicit Content and Language Objectives (ELPS), utilize the Bluebonnet math framework or Study Sync suites, and facilitate student-led Socratic Seminars.
3. **Involve Highly Effective, Designated Teachers in Selection and Recruitment Fairs:** Mobilize TIA-designated teachers, AP instructors, and core department heads to serve as Campus Recruitment Ambassadors. These exemplary teachers will represent the campus at regional job fairs, collaborate on hiring committees, review candidate lesson plan submissions, and participate in peer-panel interviews. This peer-driven selection process leverages our top talent to attract high-quality human capital (including university student interns from UTRGV and ACT-RGV programs) while building leadership capacity and professional ownership among our existing faculty.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• T-TESS Evaluation Tool and TxCEE rubrics/exemplars • Teacher Incentive Allotment (TIA) campus designation list • Standardized ECHS Interview Scoring Rubrics and Performance Task protocols • Recruitment brochures and marketing materials highlighting STC/UTRGV partnerships • High-Quality Secondary Curriculum frameworks (Study Sync, district-adopted Bluebonnet math curriculum, and College Board AP resources) • Partner University hiring networks (UTRGV, South Texas College, and ACT-RGV)	• Completed interview scoring packets, T-TESS-aligned candidate rubrics, and performance task evaluations • Active recruitment schedules and sign-in sheets from UTRGV/ACT-RGV job fair • Collaborative selection committee agendas, department-head review notes, and hiring recommendations • Onboarding and mentor teacher assignment logs for newly hired faculty • Walkthrough observation data logs of newly hired teachers to monitor SIOP and CIF integration progress	• Maintaining our exemplary state accountability rating of an A with an overall scale score of 99 • 100% of hard-to-staff core and dual credit teaching assignments filled by highly qualified, certified district teachers • Outstanding student academic growth on EOC assessments, driving our campus toward our perfect 100 scale score campaign • Accelerating TELPAS Composite Progress for Emergent Bilingual student populations (on track to hit our active TIP goal of 60% or higher for the 2026-2027 school year) • Highly calibrated T-TESS ratings with an increased percentage of teachers scoring at the "Accomplished" or "Distinguished" levels • High retention rates of advanced academic and dual credit teachers	• Quarterly Campus Performance Reviews (CPRs) and data disaggregation meetings • Mid-year T-TESS appraisal conferences and professional growth goal check-ins • New teacher walkthrough trend data (monitoring the implementation of checked-for-understanding and classroom climate strategies) • District Benchmarks (BM1 and BM2) and EOC student performance data disaggregation • End-of-year T-TESS evaluations and employee climate/morale surveys
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GOAL AREA 3: LEADERSHIP GROWTH

Objective 2: Evaluation-Driven Professional Growth and Strategic Talent Acquisition

Campus leaders will utilize evaluation data (including T-TESS, TIA designations, and student growth outcomes) to optimize campus recruitment, hiring, onboarding, and retention protocols, ensuring 100% of high-performing teachers are strategically recognized and supported to meet or exceed their personalized professional career goals by June 2027.

Strategy 3: Recognize and Reward High Performance, Calibrated Instructional Excellence, and T-TESS/TIA Growth to Boost Teacher Retention

- **Timeline:** September 2026 – August 2027

- **Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.
- **Persons Responsible:** Principal, Assistant Principals, Collaborative Learning Leader (CLL), Core Content Department Heads, and Executive Officer for Secondary Schools.

Action Steps:

1. **Celebrate Evaluation Growth, Instructional Excellence, and T-TESS/TIA Accomplishments (Collegiate Recognition Protocols):** Campus administrators and the Collaborative Learning Leader (CLL) will transition away from elementary-level incentives to establish rigorous, collegiate-aligned recognition programs. Celebrate teachers who demonstrate significant growth or achieve "Accomplished" or "Distinguished" ratings on T-TESS domains, those securing Teacher Incentive Allotment (TIA) designations, and those who hit our elite advanced academic benchmarks. This includes public spotlights during staff meetings, campus-wide newsletters, and classroom-displayed TIA Designation Banners and AP/Dual Credit Achievement Plaques.
2. **Leverage High-Performing Educators in Specialized ECHS Leadership Roles and Compensation Models:** Campus leadership will identify and appoint highly effective, distinguished educators to serve in high-leverage leadership roles on campus. These roles include serve-as Mentor Teachers, CLC (Collaborative Learning Community) Facilitators, and Campus Recruitment Ambassadors. Leadership will maximize board-approved dual credit instructional incentives and TIA base-compensation pathways to reward and retain the highly specialized faculty needed to run our advanced healthcare and college programs.
3. **Conduct Calibrated Mid-Year T-TESS Check-Ins and Career Development Conferences:** Campus administrators will schedule and conduct one-on-one mid-year professional growth conferences with 100% of our teaching staff. During these sessions, administrators and teachers will disaggregate mid-year T-TESS (TEEMS) self-evaluation rubrics alongside student academic growth profiles from the DMAC data platform. Together, they will map out personalized career advancement pathways, such as securing AP College Board instructional syllabi credentials or pursuing graduate-level dual credit certification coursework through higher education partners.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TESS Evaluation Tool and TIA campus designation lists • Specialized campus-level teacher recognition certificates and AP/STC Classroom Banners • Secondary District Pacing Guides & Scope and Sequence • High-Quality Secondary Curriculum frameworks	• Agendas, sign-in sheets, and training presentation materials from weekly Collaborative Learning Community (CLC) meetings • Completed mid-year T-TESS evaluation conference logs and goal-setting forms within the TEEMS platform • Classroom walkthrough logs verifying the active execution of	• Maintaining our exemplary state accountability rating of an A with an overall scale score of 99 • Significant academic growth on District Benchmark (BM1 and BM2) and Content-Based Assessment (CBA) scores • 100% of tested EOC classrooms meeting or exceeding our active academic progress targets • On track to hit our active Targeted Improvement Plan (TIP) annual goal of	• Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • Released STAAR EOC practice testing cycles • AP Classroom Unit Progress Checks and AP practice exam trials • TSIA2 diagnostic screeners and

(Study Sync, district-adopted Bluebonnet math curriculum, and College Board AP resources) • TEEMS platform for teacher evaluations • Professional development training materials and calibration agendas on SIOP, CBLI, and CIF frameworks	checked-for-understanding and high-yield CIF learning strategies • Campus TIA designated teacher rosters, dual credit incentive letters, and mentor teacher schedules • Completed student/teacher of the month ballot logs and Advisory period criteria sheets	60% or higher for Emergent Bilingual TELPAS composite progress • Highly calibrated T-TESS ratings with an increased percentage of teachers scoring at the "Accomplished" or "Distinguished" levels • Low teacher turnover rate and high retention of advanced academic and dual credit certified educators	college-readiness exams • Summit K12 interim language assessments and Mock TELPAS speaking/listening tests • Mid-year T-TESS appraisal conferences and professional growth goal check-ins
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AREA LEADS:

Administration, CLL, Department Heads, Teachers



GOAL AREA 4: FAMILY & COMMUNITY EMPOWERMENT

Areas Reviewed: Student Performance (Campus Culture, Climate, & Family Engagement)

Strengths

PSJA Collegiate School of Health Professions provides high school students and their families with a highly collaborative, college-prep culture that is deeply integrated with South Texas College (STC) and our clinical health science partners. Pacing guides, graduation tracks, and advanced academic opportunities are communicated systematically to parents to ensure students are positioned to earn an associate degree or college certificate concurrently with their high school diploma. Pacing and curriculum adjustments are collaboratively supported by the district's Secondary Curriculum & Instruction Department, campus administrators (Principal and Assistant Principals), and our Collaborative Learning Leader (CLL). The campus utilizes the advanced DMAC data assessment platform to capture immediate student performance by standard (TEKS). Following common formative assessments and district benchmarks, student growth data is shared transparently during parent-teacher conferences and academic planning nights. This data disaggregation allows families to actively monitor their child's progress toward End-of-Course (EOC) mastery, TSIA college-readiness benchmarks, and Advanced Placement (AP) exam targets.

Key Family & Community Strengths Include:

- **Elite Early College Environment:** Located at the Daniel P. King College & University Center, the campus boasts a "College for All" culture, operating without traditional high school bells to foster student independence, professional responsibility, and college readiness.
- **Distinguished Academic Pathways:** 100% of our students are placed on a graduation track under the Distinguished Level of Achievement with Collegiate Honors. Families are actively engaged in mapping out these pathways, which include 60 transferable college credit hours or specialized technical certifications through South Texas College.
- **Structured Parent-Student Academic Touchpoints:** The campus hosts specialized parent-student activities, including Collegiate Scholar Nights, Counselor Cafe workshops, parent-teacher conferences, and ECHS informational orientations to keep parents informed of college degree plan crosswalks and academic expectations.
- **High Student Attendance Baseline:** The campus maintains excellent daily student attendance, consistently performing among the top high schools in the district, which directly correlates with our exemplary state accountability rating of an A with an overall scaled score of 99.
- **Exemplary Student Leadership and Extracurricular Engagement:** Our students are actively involved in premier secondary organizations that build leadership, responsibility, and civic ownership, including HOSA (Health Occupations Students of America), BPA (Business Professionals of America), and SkillsUSA. Our Student Council has been consistently recognized as an Outstanding Student Council by the Texas Association of Student Councils (TASC).
- **Prestigious Community Recognition:** The campus secured First Place in the High School Division of the *It's Time Texas Community Challenge*, demonstrating exceptional community alignment, public support, and health-science advocacy.

Challenges

While our campus culture and academic achievement remain outstanding, achieving our goal of moving our overall state report card score from a 99 to a perfect 100 requires a relentless, collaborative focus on our remaining engagement and outreach gaps. Campus leadership must systematically empower the families of our 19% Bilingual/Emergent Bilingual (EB) student group and our 8% Special Education (SPED) student group to navigate advanced collegiate graduation requirements and college-readiness benchmarks.

Key Family & Community Empowerment Challenges:

- **Lack a Dedicated Family Involvement Space:** To maximize parent collaboration, the campus must locate and establish a designated on-campus Parental Involvement Center to host monthly parent training, adult literacy programs, and community resource workshops.
- **Linguistic Outreach & TELPAS TIP Alignment (Our Core Parental Engagement Challenge):** Root cause analysis from our state-mandated Targeted Improvement Plan (TIP) shows a critical drop in our Emergent Bilingual students' TELPAS progress from 61% to 35%. To support our annual 60% TELPAS composite progress goal, our parent engagement efforts must include targeted workshops to help non-English speaking families understand TELPAS proficiency descriptors and reinforce academic language acquisition ("Write a Little, A Lot") at home.
- **Navigating TSIA and Dual Credit Hurdles:** While 100% of our students are on associate degree tracks, many families face linguistic or economic barriers in understanding STC registration procedures, TSIA2 college-readiness qualifying scores, and Advanced Placement (AP) exam expectations. Campus leadership must host targeted parent academies to demystify college-readiness benchmarks and dual credit academic crosswalks.
- **Strengthening SPED Transition and IEP Family Partnerships:** To maintain our perfect 100 in Domain III (Closing the Gaps) [Image 6], we must ensure the families of our 8% Special Education student group are active partners in the ARD committee process. General education and inclusion teachers must systematically communicate IEP-driven accommodations and academic growth measures to parents after every major district benchmark.
- **Maintaining and exceeding the 95% Daily Attendance Standard:** To prevent learning loss and ensure students do not fall behind in their rigorous, fast-paced college-level courses, the campus must implement a proactive Individual Attendance Plan (IAP) system and execute rapid-response family home visits for students whose daily attendance slips below the 95% threshold.
- **Securing a Dedicated On-Campus Assembly Space:** The campus currently lacks a large, designated auditorium or assembly hall to host school-wide parent meetings, ECHS academic showcases, and collegiate orientations, requiring administrative coordination with sister facilities.

GOAL AREA 4: FAMILY & COMMUNITY EMPOWERMENT**Annual Goal 1:** Family and Community Engagement

By June 2027, family involvement and structured interaction with the campus will increase by at least 30%. This growth will be measured through signed parent-compact participation, parent-academic academy attendance logs, and campus climate surveys, directly supporting our campus-wide campaign to move our state accountability rating to a perfect 100 scaled score.

Objective 1: Collegiate Touchpoints for Family Empowerment

Use academic and clinical showcase events as consistent, high-impact touchpoints to bring families into the Early College High School (ECHS) environment, foster multi-generational trust, build collaborative relationships, and promote student success across all EOC-tested, AP, and South Texas College (STC) dual credit courses.

Strategy 1: Create Predictable, Themed Monthly Collegiate and Clinical Academic Events that Foster Ongoing Engagement, Advanced Academic Awareness, and a Sense of Collaborative Community

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds, and State Compensatory Education
- **Persons Responsible:** Principal, Assistant Principals, Core Content Teachers, Counselor, Parental Director, Parental Educator, and Community Engagement Recruiters.

Action Steps:

1. **Design and Distribute a Monthly Collegiate Academic Calendar:** Create a consistent, themed monthly calendar of academic seminars and distribute it to all parents at the beginning of each month in English and Spanish. Replace elementary "Literacy Nights" with rigorous, secondary-aligned collegiate workshops, including:
 - **TSIA Literacy & College Mathematics Nights:** Pre-teaching parent strategies to support reading comprehension and mathematical reasoning under our district-mandated Bluebonnet math curriculum.
 - **TELPAS Academic Discourse & Language Nights:** Explaining Summit K12 resources and showing families how to support oral and written language development at home to hit our active 60% TELPAS composite progress target.
 - **AP/Dual Credit Curriculum Nights:** Partnering with South Texas College representatives to guide families through associate degree crosswalks, AP Classroom progress checks, and healthcare career planning.
2. **Collaborate with High School Faculty, Higher Education Partners, and Healthcare Professionals:** Form an interdisciplinary event planning team consisting of core department heads, the Collaborative Learning Leader (CLL), special education inclusion specialists, the Parental Educator, South Texas College coordinators, and local healthcare industry partners. This team will design the logical and cognitive content

of each event, ensuring that workshops provide parents with practical, research-based tools (such as utilizing ELPS sentence stems, understanding T-TESS expectations, and tracking EOC benchmarks on DMAC).

3. **Promote Collegiate Events and Maximize Attendance through Targeted Multilingual Outreach:** Implement a multi-platform communication plan utilizing School Messenger, campus social media, bilingual newsletters, and personal phone calls from our parent educator to invite families to monthly events. To incentivize high attendance among our economically disadvantaged population, showcase student achievements—such as clinical case studies, HOSA (Health Occupations Students of America) competitive recognitions, student-led Socratic Seminars, or musical and artistic performances at comprehensive sister schools—while providing light refreshments and raffle opportunities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District and Campus Social Media Platforms • Parental Director/Educator, Campus Administration, and Counselor • Core Content Teachers and Department Heads • Community and Higher Education Recruiters (South Texas College and UTRGV) • Standardized ECHS Backwards-Design Lesson Planning Checklist (T-TESS Aligned) • Summit K12 English Language Proficiency software • State and local student EOC/TSI data • Campus-based progress monitoring system (DMAC reports, Student Growth Profiles)	• Monthly Collegiate Calendar of Academic Events • Signed parent attendance sheets and meeting agendas • Meeting minutes and bilingual brochures/pamphlets • Counselor's Cafe calendars and workshop presentations • PowerPoint presentations, digital invites, and photos of meetings • Documentation of home visits and log sheets of parent contacts	• Student Achievement gains on STAAR EOC assessments (English I, English II, Algebra I, Biology, and US History), driving our campus toward our perfect 100 scaled score campaign • Parents Survey results indicating a 30% increase in structured school involvement • High-quality parent feedback gathered from Counselor's Cafe Chats and 1-on-1 academic planning meetings • Accelerated progress in TELPAS Composite Progress for Emergent Bilingual student populations, on track to meet our TIP goal of 60% or higher • Public Relations data and community involvement metrics	• Parent survey results and feedback forms • Parents and student participation rates across monthly events

GOAL AREA 4: FAMILY & COMMUNITY EMPOWERMENT

Objective 1: Collegiate Touchpoints for Family Empowerment

Use academic and clinical showcase events as consistent, high-impact touchpoints to bring families into the Early College High School (ECHS) environment, foster multi-generational trust, build collaborative relationships, and promote student success across all EOC-tested, AP, and South Texas College (STC) dual credit courses.

Strategy 2: Implement Student-Led Collegiate Data Conferences and Biannual "Collegiate Scholar Nights" to Foster Academic Ownership and Transparent Family-School Communication

- **Timeline:** October 2026 (post-CBA 1) and February 2027 (Post-Benchmark 2)
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds, and State Compensatory Education
- **Persons Responsible:** Principal, Assistant Principals, Counselor, Collaborative Learning Leader (CLL), Core Content Teachers, Parent Educator, and Student Ambassadors.

Action Steps:

1. **Develop Student-Led Data Portfolios during Enrichment & Advisory Blocks:** Rather than teachers explaining student grades to parents, students will take complete ownership of their academic progress. During our daily built-in Enrichment & Advisory Periods, students will compile and maintain personal Collegiate Data Portfolios. In these digital portfolios, students will track their STAAR EOC targets (English I, English II, Algebra I, Biology, and US History), TSIA2 college-readiness benchmarks, AP Classroom personal progress checks, and South Texas College (STC) dual credit degree plan crosswalks.
2. **Host Biannual "Collegiate Scholar Nights" for Student-Led Data Presentations:** The campus will host biannual Collegiate Scholar Nights (scheduled in October and February following major district benchmarks). During these interactive events, parents will sit with their children while the students present their portfolios. Students will verbally explain their current academic standings, disaggregate their DMAC student growth profiles, articulate their linguistic progress toward our state-mandated 60% TELPAS composite progress target, and present their personalized plans for meeting Meets and Masters standards.
3. **Establish Collaborative Student-Parent Home-School Agreement Action Plans:** At the conclusion of each student-led conference, the student, parent, and advisor will collaboratively review and sign an updated, ECHS-specific School-Parent Agreement. This agreement will outline personalized home-study routines, define parental support strategies for advanced coursework, and schedule the student for targeted Saturday Academies or after-school tutorials if data shows they are performing below EOC or TSIA2 qualifying benchmarks.

Resources

Evidence of Implementation

Evidence of Impact

Formative Evaluation

ent Collegiate Data Portfolios and progress-tracking charts • South Texas College (STC) associate degree crosswalk templates • DMAC Student Growth tracking profiles • Counselor's Go-Center college-readiness guides • College Board AP Classroom progress trackers • High School Chromebooks/Laptops • Bilingual School-Parent Contacts	• Standardized student data-profiling templates and goal-setting sheets • Agendas, flyers, and signed parent attendance rosters for Collegiate Scholar Nights • Completed advisor sign-off checklists for student portfolio reviews • Signed and dated School-Parent Compact agreement forms • Counselor Cafe workshop logs and parent contact sheets	• Student Achievement gains on STAAR EOC assessments (English I/II, Algebra I, Biology, and US History) • English Learners' language progress on track to hit our Targeted Improvement Plan (TIP) annual goal of 60% or higher • 100% of attending parents successfully participate in individual student-led data conferences • Elevated student TSIA qualification rates and AP exam completions • Higher levels of parental satisfaction and trust recorded on annual climate surveys	• Post-event parent and student feedback surveys
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GOAL AREA 4: FAMILY & COMMUNITY EMPOWERMENT

Strategy 3: Utilize "Counselor Cafe" Collaborative Roundtables to Support Student Mental Health, College Transition Skills, and Dual Credit Academic Success through Small-Group Family Partnerships

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds, and State Compensatory Education
- **Persons Responsible:** Principal, Assistant Principals, Counselor, Parent Educator, and Core Content Teachers.

Action Steps:

1. **Establish the "Counselor Cafe" Roundtable Schedule:** Schedule monthly, small-group morning and evening roundtable sessions focused on the critical intersection of academic success and social-emotional development (e.g., managing college-level anxiety, FAFSA/TASFA navigation, and building ECHS success skills). This flexible scheduling allows our busy, working families to select the session that fits their work hours, removing traditional barriers to family involvement.
2. **Utilize Calibrated SEL and College-Prep Materials:** During Cafes, the Counselor and parent leaders will share schoolwide trends from Panorama surveys and teach parents how to implement high-yield Social Emotional Learning (SEL) routines and stress-management habits at home. Rather than listening to passive lectures, families will participate in collaborative roundtable activities, sharing best practices for establishing dedicated study spaces and supporting students through the high expectations of AP and dual credit courses.
3. **Incorporate Healthcare & Professional Partner Inputs:** Co-host selected Counselor Cafes with representatives from South Texas College and local healthcare partners. These collaborative sessions will link student wellness and stress-management skills directly with their future professional pathways in medicine and health sciences, showing parents how wellness, attendance, and high academic performance are integrated in the medical field.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Counselor Cafe agendas, calendar planning dates, and digital presentations • Panorama SEL skills survey data and Campus Needs Assessments • District PreK-12 Counseling and Guidance Curriculum • South Texas College (STC) Dual Credit transition resources and degree crosswalks • Bilingual Parent Advisory flyers and digital invitations • Student Collegiate Data Portfolios and ECHS School-Parent Compacts	• Counselor Cafe sign-in sheets, meeting invitations, and photos • Counselor's logs documenting parent individual conferences and academic check-ins • Walkthrough documentation showing core teacher integration of SEL competencies • Monthly calendars, advisory agendas, and advisory reflection logs • Signed parent-school academic agreements • Power Point	• Student Achievement gains on STAAR EOC assessments (English I, English II, Algebra I, Biology, and US History), driving our campus toward a perfect 100 scaled score campaign • Improved student physical and psychological safety scores on district surveys • Increased student participation in HOSA, BPA, and student leadership clubs • High-quality parent feedback gathered from roundtable exit tickets and 1-on-1 academic planning meetings • Lower dual credit attrition rates • Parent survey	• Monthly parent feedback exit-tickets • Bi-annual Panorama Climate and SEL Surveys • Attendance and referral tracking data disaggregated by grade level • Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2)

GOAL AREA 4: FAMILY & COMMUNITY EMPOWERMENT**Objective 2: Maintain and Maximize High Daily Student Attendance (Early College Success Standard)**

By June 2027, PSJA Collegiate School of Health Professions will increase and maintain an average daily student attendance rate of 97% or higher (exceeding the district's 95% standard). This will be supported by targeted family outreach, collegiate community partnerships, and active student leadership programs to eliminate chronic absenteeism, protect fast-paced dual credit coursework, and ensure students maintain their path toward earning their associate degrees or clinical certifications from South Texas College.

Strategy 1: Establish a Rigorous ECHS Attendance Intervention & Support System to Maintain the 97% Attendance Threshold, Protecting Dual Enrollment Coursework and Professional Student Readiness

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds, and State Compensatory Education
- **Persons Responsible:** Principal, Assistant Principals, Counselor, Parent Educator, Registrar/PEIMS Clerk, Core Content Teachers, and Student Ambassadors.

Action Steps:

1. **Launch a Collegiate Attendance and Professional Readiness Campaign:** Campus leadership will establish a secondary, collegiate-themed attendance campaign. School administration and counselors will host parent-student orientations explaining the critical link between daily high school attendance, college degree plan crosswalk compliance, and professional reliability in the medical field. Monthly digital newsletters and personal school messenger alerts will be sent home to detail state laws regarding minimum instructional minutes (the 90% attendance rule) and South Texas College's strict dual credit attendance requirements.
2. **Implement a Rapid-Response Attendance Monitoring and Family Intervention System:** The Registrar and campus leadership team will disaggregate PEIMS attendance reports daily. If a student falls below 95% attendance, the Counselor and Parent Educator will immediately initiate our campus-based Individual Attendance Plan (IAP) protocol. Action steps will include immediate daily phone calls, mandatory parent-student-administrator conferences, and coordinated home visits to identify and resolve socio-economic or transport barriers, providing appropriate campus, district, or community-based support services.
3. **Celebrate ECHS Professionalism and Attendance Milestones via Student-Led Initiatives:** Campus leadership will replace elementary attendance certificates with ECHS professional incentives. Celebrate students and cohorts maintaining perfect or exemplary attendance (98%-100%) through public recognition on our school website and social media. In addition, integrate incentives with our premier student organizations—such as HOSA (Health Occupations Students of America), BPA, SkillsUSA, and Student Council—by awarding clinical stethoscopes, college-branded gear, or specialized academy pins during student-led attendance celebration rallies.

GOAL AREA 4: FAMILY & COMMUNITY EMPOWERMENT

Strategy 2: Establish Consistent and Meaningful Partnerships with Families and Collegiate/Community Organizations to Promote the Value of Daily Attendance, Address Barriers to Attendance, and Create a Shared Responsibility for Student Success

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.
- **Persons Responsible:** Principal, Assistant Principals, Counselor, Parent Educator, Registrar/PEIMS Clerk, Core Content Teachers, and Student Organization Sponsors (**HOSA**, **BPA**, and **SkillsUSA**).

Action Steps:

1. **Host Targeted Family Attendance and Graduation Pathway Alignment Nights:** Host specialized parent-student-advisor Advisory Family Circles and Collegiate Scholar Nights. These sessions will disaggregate individual student attendance data and directly link daily attendance with credit-hour completion. Facilitators will educate parents on the State of Texas's 90% attendance law (minimum instructional minutes) and South Texas College's (STC) strict dual credit drop policies, ensuring families understand that any missed class directly threatens their child's associate degree or professional certificate pathway.
2. **Execute a Multilingual, High-Frequency Digital Communication Plan:** Implement an aggressive, bilingual digital communication schedule utilizing School Messenger, email, SMS text alerts, and campus social media. PEIMS attendance clerks will send automated weekly attendance updates to parents, paired with tips on time management, stress reduction, and academic organization. Educational materials will feature student testimonials and professional readiness spotlights, linking consistent attendance with career success in the medical and healthcare fields.
3. **Deploy a Collegiate Attendance Ambassadors Outreach Program:** Establish a Collegiate Attendance Ambassadors Program consisting of our Parent Educator, Counselor, parent volunteers, and student leaders from premier campus organizations like HOSA, BPA, and Student Council. When a student faces a drop in attendance, these ambassadors will act as a rapid-response support network, conducting personal outreach, organizing peer-tutoring sessions, and executing family home visits to identify and resolve underlying barriers such as transportation issues, health science laboratory conflicts, or wellness concerns.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• PEIMS daily attendance database and campus tracking dashboards • Standardized ECHS Individual Attendance Plans (IAPs) • Monthly bilingual digital newsletters and School Messenger logs • Parent Educator and Counselor outreach contact sheets • Student leadership clubs and advisory incentives (HOSA, BPA, and SkillsUSA resources) • South Texas College (STC) dual enrollment attendance guidelines	• Coordinated IAP documentation folders and signed parent-student attendance agreements • Daily PEIMS attendance rosters, administrative phone logs, and completed home-visit reports • Counselor Cafe morning check-in agendas and parent contact sheets • Monthly campus newsletter publications, website postings, and social media announcements • Student of the Month and classroom attendance banner celebration logs	• Campus-wide average daily attendance rate maintained at 97% or higher throughout the academic year • Decreased rates of chronic absenteeism and class-cuts, particularly in early morning core classes • Maintaining our exemplary 100% graduation rate and 100% CCMR performance status • High-quality student performance on STAAR EOC assessments (English I/II Meets and Masters rates on target) • 100% of dual credit students meeting higher education attendance requirements	• Weekly campus attendance reports disaggregated by grade level and student group • Six-week PEIMS attendance summaries and school report card trends • Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs) and District Benchmarks (BM1 and BM2) • State-administered STAAR-EOC results and TELPAS composite progress reports

GOAL AREA 4: FAMILY & COMMUNITY EMPOWERMENT

Strategy 3: Utilize "Counselor Cafe" Collaborative Advisory Roundtables to Support Student Mental Health, College Transition Skills, and Dual Credit Academic Success through Small-Group Family Partnerships.

- **Timeline:** September 2026 – August 2027
- **Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds, and State Compensatory Education
- **Persons Responsible:** Principal, Assistant Principals, Counselor, Parent Educator, and Core Content Teachers.

Action Steps:

1. **Establish the "Counselor Cafe" Roundtable Schedule:** Schedule monthly, small-group morning and evening roundtable sessions focused on the critical intersection of academic success and social-emotional development. Topics will be highly aligned with the rigorous demands of an Early College environment, including managing college-level anxiety, FAFSA/TASFA financial aid navigation, building ECHS success skills, and understanding higher education expectations. These flexible, dual-time offerings ensure our working families can actively participate regardless of their employment schedules.
2. **Utilize Calibrated SEL and College-Prep Materials (Panorama Integration):** During Cafes, the Counselor and Parent Educator will share campus-wide student wellness trends derived from Panorama Climate and SEL surveys. Instead of passive lectures, parents will engage in interactive, collaborative discussions. They will learn how to implement supportive social-emotional routines and stress-management habits at home, helping students balance the intensive workload of their AP and dual enrollment courses.
3. **Incorporate Healthcare & Professional Partner Inputs:** Co-host selected Counselor Cafes with representatives from higher education partners (South Texas College and UTRGV) and local clinical healthcare professionals. These collaborative sessions will link student wellness, mental health, and high attendance directly with their future professional pathways in medicine and health sciences, demonstrating how academic stamina and personal wellness are integrated in the medical field.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Counselor Cafe agendas, calendar planning dates, and PowerPoint presentations • Panorama SEL skills survey data and Campus Needs Assessments • District PreK-12 Counseling and Guidance Curriculum • South Texas College (STC) and	• Counselor Cafe sign-in sheets, bilingual meeting invitations, and photos • Counselor's logs documenting individual parent and family planning conferences • Walkthrough documentation showing core teacher	• Student Achievement gains on STAAR EOC assessments (English I, English II, Algebra I, Biology, and US History) • Improved student physical and psychological safety scores on district climate surveys • Increased student participation in HOSA, BPA, SkillsUSA, and student	• Monthly parent feedback exit-tickets • Bi-annual Panorama Climate and SEL Surveys • Student attendance and guidance referral tracking data disaggregated by grade level • Bi-weekly Common Formative Assessments (CFAs) • Content-Based Assessments (CBAs)

UTRGV dual credit transition resources • Classroom and advisory workspace areas for roundtable setups	integration of SEL competencies • Completed parent feedback forms and roundtable exit tickets	leadership clubs • Decreased dual credit course attrition rates and higher college hours earned	and District Benchmarks (BM1 and BM2)
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Title 1, Part A School Wide Components

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

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	PSJA Collegiate School of Health Professions is committed to our vision: PSJA Collegiate School of Health Professions provides personalized attention and rigorous academic instruction focused on health sciences to educate the next generation of healthcare and medical professionals. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education.

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

Family Trainings/ Activities	Family engagement training provides parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences • Dia De Los Ninos • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • Special Education Parent Conference (September 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026) • Title I Campus Meetings (September 2026) • Campus Compact Meetings (February 2026) • Campus Plan Feedback Meetings (April 2026) • Attendance Meetings (October 2026-27) • Curriculum Meetings (December 2026) • Understanding Assessment Meetings (January 2026)
Curriculum	PSJA Collegiate School of Health Professions utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Carnegie • Beanstack • McGraw Hill • I-Ready • Blended Learning • Bluebonnet • TCMPC
Forms of Academic Assessments	PSJA Collegiate School of Health Professions All students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor

	student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to another 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 Collegiate School of Health Professions tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	PSJA Collegiate School of Health Professions values open communication and welcome every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. PSJA Collegiate School of Health Professions welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	PSJA Collegiate School of Health Professions values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.			
School-Parent Compact	The School’s Responsibilities Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site.	The Guardian’s Responsibilities Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child’s learning through ongoing dialogue, homework assistance, and active 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.	The Student’s Responsibilities Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	On-Going Communication To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent–Teacher conferences and 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

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

	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,			Report Cards every six weeks
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Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family.

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

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

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

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

Entrenamientos/ Actividades Para Familias	Mantenga solo aquellas que aplican a su plantel, elimine las que no correspondan e incluya actividades adicionales que involucren a los padres o a la comunidad. Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche para Conocer al Maestro / Casa Abierta en escuelas primarias y secundarias (agosto de 2026 y marzo de 2027). • Conferencias entre Padres y Maestros (todos los niveles escolares, de agosto de 2026 a mayo de 2027). • Cursos de alfabetización para adultos, incluyendo: ○ GED ○ Inglés como Segundo Idioma (ESL) ○ Computación ○ Ciudadanía (septiembre de 2025 a mayo de 2026). • Cursos de capacitación laboral para padres, como: ○ Montacargas ○ Entre otros. • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2026). • Desfile del Listón Rojo (octubre de 2026). • Exposición Distrital de Programas (octubre de 2026). • Conferencia para Padres de Educación Especial (Septiembre de 2026). • Cafecitos con los Consejeros Escolares (Septiembre de 2026 a Mayo de 2027). • Posada Navideña Familiar (Diciembre de 2026). • Reuniones del Consejo Consultivo del Distrito para Oficiales de Padres de todos los planteles (octubre y diciembre de 2026, y marzo de 2027). • Reuniones de Título I del Plantel (Septiembre de 2026). • Reuniones para Revisar la Política del Plantel (Noviembre de 2026). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (Febrero de 2027). • Reuniones para Recibir Comentarios sobre el Plan del Plantel (Abril de 2027). • Reuniones sobre Asistencia Escolar (Octubre de 2026). • Reuniones sobre el Currículo (Diciembre de 2026). • Reuniones para Comprender las Evaluaciones Académicas (Enero de 2027)
Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. (NOMBRE DE LA ESCUELA) utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS

	Ejemplos de programas curriculares • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • Carnegie • AVID XL • Beanstack • Vocaroo • McGraw Hill • I-Ready • Blended Learning • Bluebonnet
Formas de Evaluación Académica	PSJA Collegiate School of Health Professions Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards PSJA Collegiate School of Health Professions da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. PSJA Collegiate School of Health Professions valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.
Apoyo Adicional para los Padres y las Familias	PSJA Collegiate School of Health Professions reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.

Pacto entre la Escuela y los Padres				
	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	- Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. - Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). - Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres. - Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	- Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. - Reportes de progreso cada tres semanas. - Boletas de calificaciones cada seis semanas.
Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA! Esta política también está disponible en inglés.				