



District Improvement Plan 2026-2027

Submitted for Board Approval on Monday, September 28, 2026

Board Approved Date: Monday, September 28, 2026

Texas Accountability System



“A” RATED DISTRICT

PSJA School Board

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 Dr. Ranulfo Marquez, Assistant Superintendent for Academics
 Rebecca Gonzalez, Assistant Superintendent for Finance
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 Dr. Orlando Noyola, Assistant Superintendent for Student Services
 Dr. Lauro Davalos, Assistant Superintendent for Technology
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Senior Staff

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 Mario Bracamontes, Sustainability Administrator
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 Dr. Yolanda Gomez, Executive Officer for Student Services
 Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
 Dr. Iris Guajardo, Executive Officer for Secondary Schools
 Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
 Dr. Linda Uribe, Executive Officer for College Readiness

Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Mission

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.

Adopted June 22, 2020, by the PSJA School Board of Trustees

District Strategic Direction



Executive Summary

Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come from similar backgrounds and way of life.

The student body at PSJA ISD is majority Hispanic with the following breakdown of student populations:

With a high Hispanic population in our district, 40.5% of the students are Emergent Bilingual (EBs) with Spanish being the language spoken at majority of the homes.

Student Group	Total Enrollment	Hispanic	Economically Disadvantaged	At-Risk	Bilingual/ESL Education	Emergent Bilingual (EB/EL)
Count	29,053	28,689	27,415	23,167	14,381	11,752
Percent	100.0%	98.7%	94.4%	79.7%	49.5%	40.5%

Student Group	Special Education	Gifted & Talented	Section 504	Migrant	Female	Male
Count	4,044	2,111	1,266	625	14,196	14,857
Percent	13.9%	7.3%	4.4%	2.2%	48.9%	51.1%

Comprehensive Needs Assessment Summary:

Pharr-San Juan-Alamo would have been rated an "A" District by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at 84. In Domain II, School Progress (90), Academic Growth (83), and Relative Performance (90) with an Eco Dis at 94.4%. And last, Domain III, Closing the Gaps, PSJA scored 90.

The overall 2026 Accountability Rating for Pharr-San Juan-Alamo ISD was a score of 90. In grades 3-8 all tested STAAR subjects and EOC assessments, PSJA ISD administered 40,108 tests with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

The PSJA ISD Curriculum & Instruction Office oversees the implementation of a TEKS-aligned curriculum that is relevant, rigorous, and engaging for all PSJA ISD students. For Mathematics and Reading Language Arts in elementary and middle school, we are committed to using High-Quality Instructional Materials to ensure students receive the most effective and research-based resources that promote deep understanding and skill mastery.

Alignment of the curriculum is an ongoing process that includes the integration of TEKS Resources, the development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning for educators. Curriculum, programs, and resources are regularly reviewed and refined based on collaborative analysis of student data and the emergence of new research, ensuring that instruction remains effective and responsive to student needs.

All PSJA ISD comprehensive high schools are designated Early College campuses, making them innovative learning environments where students can simultaneously attend college and high school. Early College High Schools offer rigorous instruction combined with academic, social, and emotional support services designed to help students succeed.

Additionally, PSJA ISD offers a Dual Language Program, an academic experience designed to help students develop stronger cognitive and academic skills through the cultivation of bilingualism and biliteracy. Through a rigorous curriculum, students in the program receive academic instruction in both English and Spanish from Pre-Kinder through 12th grade. As a result, students gain mastery in both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in English and Spanish, preparing them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach Advanced Placement courses at all high school campuses. This commitment translates into PSJA ISD students are well-prepared to attend college, enter a career, or join the military.

Summary of Goals:**1. Effective Teaching & Learning**

- a. The percentage of all students that score meets grade level or above on STAAR in Reading, Mathematics, Science, and Social Studies will increase from 52% (54% Reading, 50% Math, 55% Science, 45% Social Studies) in June 2026 to 61% by June 2027.
- b. The percentage of graduates who are CCMR ready will increase to 91% by June 2027.

2. Student Supports

- a. By June 2027, PSJA ISD will increase academic growth in RLA and mathematics from 72% to at least 80%, as measured by Domain 2, Part A.
- b. By June 2027, the Special Education student group will meet or exceed the ESSA Interim Growth Targets in RLA and mathematics.
- c. By June 2027, 100% of district Dual Language teachers in grades PK3–12 will effectively implement the district Dual Language model with fidelity.
- d. By June 2027, 36 out of the 39 campuses (92%) will meet their English Language Proficiency Target to show progress at the TELPAS Composite level.

3. Leadership Growth

- a. 100% of district teachers will deliver high quality, engaging, differentiated lessons, maximizing at least 95% of the instructional time in the 2026-2027 School Year.
- b. 100% of district leaders will use evaluation systems to increase staff quality, recruitment, and retention by June 2027.
- c. 100% of PSJA ISD teachers will be certified for teaching assignment by June 2027.

4. Family & Community Empowerment

- a. By June 2027, the district's student attendance will increase from 95% to 97%.
- b. By June 2027, the district's positive culture and climate will increase from 73% to 83% based on students' and staff perception.
- c. By June 2027, the students' perception for their physical and psychological school safety will improve from 71% to 81%
- d. By June 2027, family engagement and interaction with their child's school will increase from 71% to 81%.

District and Board Goals

House Bill 3: Lone Star Governance Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 55% by June 2028.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% to 58% by June 2028.

Goal 3: The percentage of graduates that meet a CCMR indicator will increase to 92% by June 2028.

Goal 4: The percent of students in grade 8 who perform at meets grade level or above on STAAR Mathematics & Algebra I EOC will increase from 55% to 59% by June 2028.

District Educational Improvement Committee Members (DEIC)

DIP Effective Teaching & Learning	
DIP Lead: Executive Officer	Dr. Iris Guajardo
DIP Lead: Executive Officer	Dr. Linda Uribe
Asst. Supt. for Academics	Dr. Ranulfo Marquez
CTE Director	Adriana Garcia
Technology Director	Senyda Elizondo
High School Math Coordinator	Debbie Dawang
Bilingual Strategist	Eduardo Guzman
Data Services Director	Annel Pena
Elementary Reading LA Specialist	Karla Rodriguez
Adv. Academic Director	Michael Murray
Data Support Coordinator	Sandra Serna
Director Of Assessment	Dr. Brisa Bazan
Parent Representative	Jenave Rodriguez
Carmen Anaya Elementary Teacher	Jessica Perez Aranda
John Doedyns Elementary Teacher	Cynthia Salinas
Dr. William Long Elementary Teacher	Rosisela Ayala
Aida C. Escobar Elementary Teacher	Stephanie Cavazos
Augusto Guerra Elementary Teacher	Rene Hernandez
Raul Longoria Elementary Teacher	Jessica Castillo
PSJA Early Start Pre-K School Teacher	Natalia Alvarado
Santos Livas Elementary Teacher	Amanda De Leon
Kennedy Middle School Teacher	Dr. Judy Marmolejo
Audie Murphy Middle School Teacher	Carlos Rivera
Jesus "Jesse" Vela Jr. Middle School Counselor	Erika Cantu
PSJA Memorial Early College High School Teacher	Catherine Alanis
PSJA Early College High School Teacher	Rafael Bravo
PSJA North Early College High School Teacher	Abdel Reyes
PSJA Southwest Early College High School Teacher	Fernando Castillo
PSJA T. Jefferson T-STEM Early College High School Teacher	Felipe Alvarez

DIP Student Support	
DIP Lead: Executive Officer	Dr. Claudia Gonzalez
DIP Lead: Executive Officer	Dr. Susana Arredondo
Assistant Superintendant for Technology	Dr. Lauro Davalos
Technology Director	Melissa Marvin
Library Director	Amy Marquez
Ela Core Content Coach/Coordinator	Cynthia Rivera
Sp. Ed. Coordinator	Melissa Arevalo
Bilingual/Esl Department Director	Olivia Martinez
Bilingual Strategist	Sherry Vargas
Special Education Department Director	Veronica Quintana
Administrator For Teacher Incentive Allotment	Dr. Karla Montemayor
Title 1 Migrant-Director	Ruben Garcia
Community Representative	Mr. David Rojas
Parent Representative	Sandra Delgado
Parent Representative	Maria Rodriguez
Carmen Anaya Elementary Counselor	Christina Mercado
Allen & William Arnold Elementary Teacher	Corina Gutierrez
PSJA Building Blocks Alamo Teacher	Lizette Martinez
Pathways Toward Independance Principal	Robin Hernandez
Arnoldo Cantu, Sr. Elementary Teacher	Belinda Escamilla
Cesar Chavez Elementary Reading Coach	Erica Estrada
Aida C. Escobar Elementary Teacher	Liza Contreras
Marcia R. Garza Elementary Teacher	Minerva Trevino
Amanda Garza-Pena Elementary Teacher	Ilsa Gonzalez
Augusto Guerra Elementary Teacher	Cynthia Perales
John McKeever Elementary Principal	Jessica Zuniga
Stephen F. Austin Middle School Teacher	Gabriela Trujillo
Dean Of Instruction Kennedy Middle School	Christian Gonzalez
Audie Murphy Middle School Teacher	Janie Baldazo
Raul H. Yzaguirre Middle School Assistant Principal	Carolina Castillo
Raul H. Yzaguirre Middle School Teacher	Nelda Reyes
PSJA Memorial Early College High School Teacher	Elizabeth Cuadra
PSJA Early College High School Teacher	Griselda Martinez
PSJA North Early College High School Teacher	Jorge Rodriguez
PSJA Southwest Early College High School Teacher	Kellie Williams

District Educational Improvement Committee Members (DEIC)

DIP Leadership Growth	
DIP Lead: Executive Officer	Dr. Nora Rivas Garza
DIP Lead: Executive Officer	Alfredo Carrillo
Asst. Supt. For Human Resources	Dr. Rebecca Garza
HR Manager	Adrian Karr
Executive Director for Technology	Hector Rodriguez
Middle School, Science Coordinator	Jessica Moore
Coordinator For New Teacher Support	Maria Varela
Middle School Social Studies Coordinator	Jessica Moore
ACTRGV Director	Priscilla Salinas
Professional Development Director	Stella Sanchez
Elementary Science Coordinator	Velma Sanchez
Parent Representative	Isabel Segura
Business Representative	Mario Rodriguez- Printees
Allen & William Arnold Elementary Teacher	Crystal Soto
Building Blocks Academy I Teacher	Kayla Ruiz
Edith & Ethel Carman Elementary Teacher	Jessica Garcia
Cesar Chavez Elementary Teacher	Ruby Lopez
Aida C. Escobar Elementary Teacher	Leticia Moreno
Graciela Garcia Elementary Teacher	Maria Salinas
Kelly-Pharr Elementary Teacher	Amparo Garza
Berta Palacios Elementary CLL	Ashely Clark
Daniel Ramirez Elementary Teacher	Maria Garcia
Alfred Sorensen Elementary Teacher	Laura Ramos Moreno
Sgt. Leonel Treviño Elementary Teacher	Vicente Fernandez
Stephen F. Austin Middle School Teacher	Gabriella Santoscoy
Jaime Escalante Middle School Assistant Principal	Marisa Cavazos
Lyndon B. Johnson Middle School Teacher	Melynda Escobedo
Liberty Middle School Teacher	Melissa Rangel
Buell Central DAEP Assistant Principal	Dr. Cynthia Gonzales
PSJA Early College High School	Amber Rosas
PSJA Collegiate High School Teacher	Perla Oyervides
PSJA Memorial Early College High School Dean of Instruction	Dr. Gina Saenz
College Career & Technology Academy Assistant Principal	Diana Oseguera Bernal
PSJA Southwest Early College High School Principal	Silvia Lizcano

DIP Family & Community Empowerment	
DIP Lead: Executive Officer	Dr. Virna Bazan
DIP Lead: Executive Officer	Dr. Yolanda Gomez
Asst Supt For Student Services	Dr. Orlando Noyola
Executive Director For Communications & Marketing	Claudia Lemus Campos
Ela Core Content Coach/Coordinator	Kimberly Ortega
Parent Representative	Ms. Briseno
Coordinator For Adult Literacy	Dr. Nora Galvan
Chief Of Police	Rolando Garcia
Sergeant	Joseph Garcia
Community Engagement Administrator	Erica Vecchio
Director For Guidance And Counseling	Virgina Saenz
Title 1 Migrant-Educational Strategist	Erica Munguia
Business Representative	Willie Perez & Angelica Perez (TMF)
Community Representative	Mrs. Rojas
Parent Representative	San Juana Ceccopieri
Parent Representative	Norma Moreno
PSJA Building Blocks III Pharr Teacher	Gracie Tapia
Vida N. Clover Elementary Teacher	Maria Briseno
Dr. William Long Elementary CLL	Susana Barbosa
Zeferino Farias Elementary Teacher	Cindy Cantu
Henry Ford Elementary Teacher	Juan Carlos Reyes
Raul Longoria Elementary Teacher	Maria Gallardo
John McKeever Elementary Teacher	Giovana Duran
Geraldine Palmer Elementary Teacher	Azaneth Razo
Sgt. Leonel Treviño Elementary CLL	Osvaldo Gonzalez
Jaime Escalante Middle School Teacher	Myriam Cortez
Lyndon B. Johnson Middle School Teacher	Efren Flores
Jesus "Jesse" Vela Jr. Middle School Teacher	Cynthia Gomez
PSJA Collegiate High School Teacher	Analynn Gundran
College Career & Technology Academy Principal	Belinda Garcia
PSJA Early College High School Counselor	Michelle Gutierrez
PSJA North Early College High School Teacher	Jorge Rodriguez
Pathways Toward Independence/ LIFE Teacher	Sarah Gonzalez

2026 High School Accountability Ratings

PSJA ISD | 2026 Accountability Results

ACCOUNTABILITY DOMAINS							DISTINCTION DESIGNATIONS							
Campus	Overall Rating	Overall Score	Domain I Student Achievement	Domain II A Academic Growth	Domain II B Relative Performance	Domain III Closing Gaps	Reading/ ELA	Math	Science	Social Studies	Top 25% Academic Growth	Postsecondary Readiness	Top 25% Closing Gaps	2026 Total
PSJA ECHS	A	94	90	86	93	96					*			1
PSJA North ECHS	A	90	84	83	88	94								0
PSJA Memorial ECHS	A	90	85	82	89	92								0
PSJA Southwest ECHS	B	87	82	77	88	85								0
PSJA TJ STEM ECHS	A	98	96	87	97	100	*	*	*	*	*	*		6
PSJA Collegiate	A	99	98	93	98	100	*	*	*	*	*			5
TOTAL							2	2	2	2	3	1	0	12

2026 Middle School Accountability Ratings

PSJA ISD | 2026 Accountability Results

ACCOUNTABILITY DOMAINS							DISTINCTION DESIGNATIONS							
Campus	Overall Rating	Overall Score	Domain I Student Achievement	Domain II A Academic Growth	Domain II B Relative Performance	Domain III Closing Gaps	Reading/ ELA	Math	Science	Social Studies	Top 25% Academic Growth	Postsecondary Readiness	Top 25% Closing Gaps	2026 Total
Austin	B	89	82	80	91	83	*	*	*	*	*	*	*	6
Escalante	B	89	78	78	90	86	*	*	*	*	*	*	*	7
Kennedy	B	89	79	80	90	88	*	*	*	*	*	*	*	7
LBJ	A	90	78	76	90	89	*	*	*	*		*	*	6
Liberty	A	90	77	80	90	89	*		*	*	*	*	*	6
Murphy	A	91	82	84	91	92	*		*		*	*	*	5
Vela	B	89	77	82	90	86	*	*	*	*	*	*	*	7
Yzaguirre	B	88	76	80	89	84	*	*	*	*	*	*	*	7
TOTAL							8	6	8	7	7	8	7	51

2026 Elementary School Accountability Ratings

PSJA ISD | 2026 Accountability Results

ACCOUNTABILITY DOMAINS							DISTINCTION DESIGNATIONS						
Campus	Overall Rating	Overall Score	Domain I Student Achievement	Domain II A Academic Growth	Domain II B Relative Performance	Domain III Closing Gaps	Reading/ ELA	Math	Science	Top 25% Academic Growth	Post Secondary Readiness	Top 25% Closing Gaps	2026 Total
Anaya	A	92	90	92	91	92	*	*	*	*	*	*	6
Arnold	A	90	86	86	91	88	*	*		*	*	*	5
Cantu	B	88	78	83	87	90	*	*		*	*	*	5
Carman	B	88	78	83	87	90	*	*	*	*	*	*	6
Chavez	A	96	92	96	93	95	*	*	*	*	*	*	6
Clover	B	89	78	79	88	92	*	*	*		*	*	5
Doedyns	B	89	77	86	87	92				*	*	*	3
Dr. Long	B	84	75	76	85	80							0
Escobar	A	92	91	90	92	92	*	*	*	*	*	*	6
Farias	A	91	78	80	88	92	*	*		*		*	4
Ford	B	89	79	83	89	90		*			*	*	3
Garcia	A	93	91	93	92	92	*	*	*	*	*	*	6
Garza	A	91	86	85	91	92	*	*	*		*	*	5
Garza-Peña	A	91	88	91	91	90	*	*	*	*	*	*	6
Guerra	A	91	83	89	90	92	*	*	*	*	*	*	6
Kelly-Pharr	B	87	75	82	85	92		*				*	2
Livas	A	90	83	85	90	90	*	*	*	*	*	*	6
Longoria	A	91	85	87	91	90	*	*	*	*	*	*	6
McKeever	B	86	77	78	87	86	*				*	*	3
Palacios	A	91	86	89	91	92	*	*		*	*	*	5
Palmer	B	89	79	88	88	90	*	*		*	*	*	5
Ramirez	B	80	74	70	82	76							0
Reed & Mock	A	90	86	80	91	88	*	*	*		*	*	5
Sorensen	A	90	80	82	89	92	*	*	*	*	*	*	6
Treviño	B	80	72	76	82	76							0
TOTAL							19	20	13	16	20	22	110

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2025-2026 STAAR / STAAR ALTERNATE 2 FINAL PERFORMANCE DATA - ALL STUDENTS

GRADES 3-8

GRADE LEVEL	MATHEMATICS			READING			SCIENCE			SOCIAL STUDIES		
	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS
3	69%	49%	25%	76%	54%	27%	-	-	-	-	-	-
4	76%	60%	33%	80%	57%	27%	-	-	-	-	-	-
5	84%	57%	24%	81%	61%	37%	76%	48%	25%	-	-	-
6	70%	35%	14%	71%	52%	28%	-	-	-	-	-	-
7	36%	15%	3%	76%	54%	30%	-	-	-	-	-	-
8	79%	56%	21%	85%	57%	27%	77%	56%	30%	54%	30%	15%

GRADES 9-12 / END-OF-COURSE ASSESSMENTS

GRADE LEVEL	ENGLISH I			ENGLISH II			BIOLOGY			U.S. HISTORY			ALGEBRA I		
	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS
9-12	71%	50%	11%	71%	56%	9%	92%	61%	26%	92%	59%	25%	91%	70%	47%

KEY: Approaches and Meets represent the percentage at that level or above. Masters represents the percentage at Masters Grade Level. A dash indicates the subject is not tested at that grade.

**2025-2026 STAAR / STAAR ALTERNATE 2
FINAL PERFORMANCE DATA - ECONOMICALLY DISADVANTAGED**

GRADES 3-8

GRADE LEVEL	MATHEMATICS			READING			SCIENCE			SOCIAL STUDIES		
	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS
3	63%	43%	18%	70%	49%	21%	-	-	-	-	-	-
4	72%	54%	27%	79%	56%	24%	-	-	-	-	-	-
5	79%	49%	20%	75%	56%	31%	70%	41%	21%	-	-	-
6	64%	34%	13%	63%	47%	26%	-	-	-	-	-	-
7	37%	16%	4%	70%	43%	24%	-	-	-	-	-	-
8	75%	48%	15%	80%	52%	21%	75%	51%	26%	49%	29%	16%

GRADES 9-12 / END-OF-COURSE ASSESSMENTS

GRADE LEVEL	ENGLISH I			ENGLISH II			BIOLOGY			U.S. HISTORY			ALGEBRA I		
	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS
9-12	65%	42%	8%	63%	46%	6%	89%	52%	19%	88%	53%	19%	87%	60%	37%

KEY: Approaches and Meets represent the percentage at that level or above. Masters represents the percentage at Masters Grade Level. A dash indicates the subject is not

2025-2026 STAAR / STAAR ALTERNATE 2

FINAL PERFORMANCE DATA - EMERGENT BILINGUAL (CURRENT & MONITORED)

GRADES 3-8

GRADE LEVEL	MATHEMATICS			READING			SCIENCE			SOCIAL STUDIES		
	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS
3	67%	46%	22%	72%	48%	24%	-	-	-	-	-	-
4	76%	60%	34%	77%	54%	26%	-	-	-	-	-	-
5	84%	55%	23%	78%	57%	34%	73%	46%	22%	-	-	-
6	69%	33%	13%	66%	47%	23%	-	-	-	-	-	-
7	35%	13%	3%	69%	46%	24%	-	-	-	-	-	-
8	77%	52%	19%	81%	52%	23%	72%	51%	26%	48%	26%	13%

GRADES 9-12 / END-OF-COURSE ASSESSMENTS

GRADE LEVEL	ENGLISH I			ENGLISH II			BIOLOGY			U.S. HISTORY			ALGEBRA I		
	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS
9-12	65%	44%	8%	63%	47%	6%	89%	53%	20%	89%	51%	19%	89%	64%	39%

KEY: Approaches and Meets represent the percentage at that level or above. Masters represents the percentage at Masters Grade Level. A dash indicates the subject is not tested at that grade.

2025-2026 STAAR / STAAR ALTERNATE 2 FINAL PERFORMANCE DATA - SPECIAL EDUCATION (CURRENT)

GRADES 3-8

GRADE LEVEL	MATHEMATICS			READING			SCIENCE			SOCIAL STUDIES		
	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS
3	47%	31%	14%	49%	31%	13%	-	-	-	-	-	-
4	49%	34%	15%	56%	30%	13%	-	-	-	-	-	-
5	69%	39%	14%	55%	31%	15%	50%	27%	14%	-	-	-
6	49%	20%	10%	38%	24%	10%	-	-	-	-	-	-
7	31%	19%	12%	43%	24%	10%	-	-	-	-	-	-
8	58%	32%	14%	63%	26%	9%	48%	32%	15%	34%	20%	10%

GRADES 9-12 / END-OF-COURSE ASSESSMENTS

GRADE LEVEL	ENGLISH I			ENGLISH II			BIOLOGY			U.S. HISTORY			ALGEBRA I		
	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS	APPROACHES	MEETS	MASTERS
9-12	50%	29%	12%	48%	31%	12%	81%	41%	18%	73%	37%	15%	84%	55%	31%

KEY: Approaches and Meets represent the percentage at that level or above. Masters represents the percentage at Masters Grade Level. A dash indicates the subject is not tested at that grade.

District Timeline

Date	Event(s)
May 18 - June 5, 2026	Selection of District Leadership Team
May 14 - August 1, 2026	Campus/District Improvement Plan Training
June 8 - July 31, 2026	Conduct Needs Assessment
June 8 - July 31, 2026	Smart Goals and Objectives
June 8 - July 31, 2026	Strategies and Action Steps to Improve Student Achievement Outcomes
August 31, 2026	Submit Draft of CIP/DIP
August 31 - September 10, 2026	Executive Officers Reviews CIPs/DIP & Provide feedback
August 31 - September 10, 2026	Finalize CIP/DIP
September 14, 2026	Submit for Board Approval
August 24 - June 2, 2027	Implement, Monitor & Adjust CIP

Comprehensive Needs Assessment

AREA LEADS: Dr. Iris Guajardo and Dr. Linda Uribe



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

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district's content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders with access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state- assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments, and campus performance.
- A Comprehensive Student CCMR Advising Model is implemented for students in grades 6-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university.
- All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner.
- The district TSI Tier Student Success Intervention Plan includes TSI A Tutorial prep learning via direct instruction or learning platform.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide, and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 49%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was 46%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above at 36%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above is at 24%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above is 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above is at 31%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- The CCMR dashboard will be monitored and utilized for successful CCMR Plan completion and PEIMS coding of ALL students in 9-12.
- Course scheduling for third quartile students to gain access to earn industry-based certificates or earn 9+ hours or in any subject.
- The TSIA Tier Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions.

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

The percentage of all students that score meets grade level or above on STAAR in Reading, Mathematics, Science, and Social Studies will increase from 52% (54% Reading, 50% Math, 55% Science, 45% Social Studies) in June 2026 to 61% by June 2027.

OBJECTIVE 1: The percentage of students performing at meets grade level or above on STAAR reading/math/science/social studies 3-8/EOC will increase by having access to a standards-aligned guaranteed, viable curriculum or HQIM with a blended learning component.

Strategy 1: Curriculum writing initiatives with lesson internalization for Reading, Math, Science, and Social Studies based on needs assessment using data and trends will be executed.

Timeline: June 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- Complete and publish district curriculum maps, pacing guides, assessment calendars, and lesson-internalization protocols for Reading, Math, Science, and Social Studies, ensuring alignment to TEKS, assessed curriculum, HQIM, and priority standards.
- Use 2026 STAAR performance by content area to prioritize instructional planning, with an initial emphasis on Social Studies (45%) and Math (50%), while sustaining and accelerating Reading (54%) and Science (55%).
- Facilitate recurring district/content-area lesson-internalization sessions in which teachers unpack standards, anticipate misconceptions, identify exemplar responses, plan checks for understanding, and determine scaffolds for EB, SPED, and other student groups.
- Require campus leadership teams and CLLs to monitor implementation through lesson plans, PLC/CLC artifacts, student work, and walkthrough evidence; provide timely feedback and corrective support when implementation gaps are identified.
- Review formative, BOY/MOY, benchmark/interim, i-Ready, TELPAS, and STAAR-aligned evidence at scheduled checkpoints and adjust curriculum supports, pacing, intervention, and enrichment based on identified needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TCMPC •HQIM Curriculum Templates/Calendar •i-Ready / MATHia/ IXL •State and local student data •Summit K-12	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •BOY & MOY •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •iReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2026 - May 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Action Steps:

- Establish a districtwide walkthrough calendar and common look-fors aligned to HQIM implementation, lesson internalization, grade-level rigor, student engagement, checks for understanding, and differentiated supports.
- Conduct teamed-up district/campus walkthroughs on a recurring cycle and calibrate observers before visits to improve consistency of evidence collection.
- Debrief walkthrough findings with campus leaders within 24–48 hours, identifying one or two high-leverage instructional actions, responsible staff, and a follow-up date.
- Aggregate walkthrough trends by campus, grade, and content area to identify districtwide professional-learning needs and deploy coordinator/specialist support accordingly.
- Triangulate walkthrough evidence with BOY/MOY, formative, benchmark/interim, i-Ready, and STAAR data to determine whether stronger implementation is translating into improved student outcomes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •HQIM Curriculum •Instructional Rounds Documentation	•Walkthrough documents	•BOY & MOY scores show increases in student achievement at the meets performance level.	•Formative assessments •BOY & MOY •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •i-Ready Inform Assessment

Goal Area 1: Effective Teaching and Learning

Strategy 3: Ongoing support for the implementation of the Reading, Math, Science and Social Studies curriculums through CLCs.

Timeline: September 2026 - May 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs

Action Steps:

- Establish a consistent CLC cycle that includes standards/HQIM internalization, analysis of common assessment results and student work, planning for reteach/enrichment, and monitoring of previously identified action steps.
- Provide CLLs and campus administrators with facilitation tools, exemplar agendas, protocols, and training so CLCs remain focused on grade-level instruction and measurable student outcomes.
- Use CLCs to identify students not yet demonstrating mastery and plan timely differentiated supports, including small-group instruction, blended-learning pathways, intervention, and enrichment.
- Monitor CLC quality through agendas, artifacts, walkthroughs, lesson plans, and assessment reports; provide coaching to campuses where implementation is inconsistent.
- At each BOY/MOY/benchmark checkpoint, evaluate whether CLC actions are producing growth at Meets/Masters and revise supports when expected progress is not evident.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •HQIM Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Reading by Design •Actively Learn •I-Ready / MATHia/ IXL •Gizmos	•Training Agenda •Collaborative Learning Community Meetings •Assessment Reports •Blended Learning •Monitoring Lesson Internalization	•BOY & MOY scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •BOY & MOY •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI 2.0) •Results Driven Accountability •TELPAS •i-Ready •Six Weeks Exams •TPRI/Tejas Lee

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

The percentage of all students that score meets grade level or above on STAAR in Reading, Mathematics, Science, and Social Studies will increase from 52% (54% Reading, 50% Math, 55% Science, 45% Social Studies) in June 2026 to 61% by June 2027.

OBJECTIVE 2: The percentage of students performing at meets grade level or above on Grade 3-8/EOC STAAR in Reading, Math, Science, and Social Studies will increase through data-driven instruction.

Strategy 1: Testing calendar will be created to provide ongoing district- wide alignment of assessments.

Timeline: Sept. 2026- Aug. 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- Finalize and communicate a districtwide assessment calendar that aligns formative, CBA/benchmark/interim, BOY/MOY, i-Ready, TELPAS, and other required assessments to curriculum pacing and minimizes unnecessary testing overlap.
- Create common expectations for administration, data quality, reporting timelines, and data disaggregation so campuses can compare results consistently.
- Within five instructional days of each common assessment, disaggregate results by campus, grade, content, TEKS/standard, performance level, and student group to identify strengths, gaps, and priority standards.
- Require teachers and campus teams to translate assessment findings into student data walls/profiles, reteach and enrichment groups, and short-cycle instructional action plans.
- Monitor progress toward the 61% Meets target after each major checkpoint and intensify support in content areas or campuses not demonstrating sufficient growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Assessment calendar •Instructional timelines •Assessed curriculum •I-Ready/ MATHia/ IXL	•Completed testing calendars and timelines •Curriculum Pacing Guide •Data disaggregation •Student Data Walls	•Student achievement gains on the STAAR •Domain III overall performance increase •TELPAS progress •Results Driven Accountability Report	•Formative/Interim assessments •BOY & MOY assessments •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I-Ready Inform Assessment

Goal Area 1: Effective Teaching and Learning

Strategy 2: Campus Performance Review sessions (CPRs) will be held at each campus within 1 week following the district level CBA, interim assessments or Benchmark.

Timeline: Sept. 2026- Aug. 2027

Title I School Components: Title I, Title II, Title III, State Compensatory, Special Ed. & Bilingual Funds, Migrant Funds and Local Funds.

Persons Responsible: Executive Officers, Campus Leadership, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- Conduct a CPR at each campus within one week following each district CBA, interim assessment, or benchmark, as stated in the strategy.
- Require each campus to bring disaggregated data, student progress profiles, identified priority standards, student lists, intervention/enrichment plans, and evidence of implementation.
- During each CPR, identify root causes for performance gaps, including curriculum implementation, instructional rigor, student-group gaps, attendance, intervention effectiveness, and assessment alignment.
- Develop a concise campus action plan with measurable next-step targets, named owners, timelines, and progress-monitoring evidence; prioritize students near the Meets and Masters thresholds while maintaining supports for students below grade level.
- Conduct follow-up checks between CPR cycles through walkthroughs, CLCs, student-work reviews, and short-cycle assessments to verify that agreed actions are implemented and producing progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR and DMAC data reports • Action Plans and timelines • Tutorial Curriculum and • Tutorial Student lists • I-Ready/ MATHia/ IXL • Plan for Each Student group	• Student Progress Profiles • Campus Performance Reviews [CPRs] • Assessment Reports	• Student achievement gains • Closing achievement gaps • Increase in the percent of students at the Meets and • Masters levels on STAAR/EOC • Increase in student progress made	• Formative/Interim assessments • Benchmarks • STAAR/TELPAS • ACT and SAT • Texas Success Initiative (TSI) • TPRI/TEJAS LEE • I-Ready

Goal Area 1: Effective Teaching and Learning

Strategy 3: District Review Sessions (DRSs) will be held to review Benchmark data with campus administrators and program related staff to identify areas of concern to plan next steps.

Timeline: October 2026 – March 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- Following benchmark windows, conduct district review sessions with campus administrators and program staff to compare performance across campuses, grade levels, content areas, standards, and student groups.
- Identify districtwide trends and determine which gaps require system-level responses such as curriculum clarification, pacing adjustments, targeted professional learning, staffing/support deployment, or intervention resources.
- Use CPR findings and benchmark data together to distinguish campus-specific needs from districtwide instructional trends.
- Document district commitments, responsible leaders, timelines, and evidence of completion, and revisit these commitments at the next DRS.
- Track movement in Meets/Masters, student growth, and achievement gaps across assessment cycles and adjust district supports when progress is below the trajectory needed to reach the June 2027 goal.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District and Campus •Benchmark Data Reports •Plan for Interventions •Reading by Design •Actively Learn •I-Ready/ MATHia/ IXL	•Agendas and sign in sheets •Data Analysis documents •Campus Review [CPRs] documents	•BOY and MOY data •Student achievement gains •Student growth •Increased performance of students at Meets & Masters performance levels	• Formative/Interim assessments •BOY & MOY •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI) •Results Driven Accountability •I-Ready •TPRI/Tejas Lee

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

The percentage of all students that score meets grade level or above on STAAR in Reading, Mathematics, Science, and Social Studies will increase from 52% (54% Reading, 50% Math, 55% Science, 45% Social Studies) in June 2026 to 61% by June 2027.

OBJECTIVE 3: The percentage of students performing at meets grade level or above on Grade 3-8/EOC STAAR in Reading, Math, Science, and Social Studies will increase through job-embedded instructional practices.

Strategy 1: Training will be provided for teachers, administrators, and program related staff throughout the school year on the assessed curriculum and the state accountability system.

Timeline: August 2026- May 2027

Title I School Components: Title I, Title II, Title III, and Title IV

Persons Responsible: Principals, Assistant principals, Campus leadership team, CLL, Grade Level/Department chairs, and Campus teachers

Action Steps:

- Provide beginning-of-year and ongoing training for teachers, administrators, CLLs, and program staff on assessed TEKS, STAAR/EOC design, performance levels, student-group accountability, and relevant state/federal accountability indicators.
- Use current district and campus data during training so participants connect accountability expectations directly to instructional priorities rather than treating accountability as a stand-alone compliance activity.
- Train campus teams to interpret DMAC, Lead4ward, state/federal reports, i-Ready Inform, TELPAS, and formative/interim data and convert findings into instructional responses.
- Check implementation through PLC/CLC artifacts, walkthroughs, data reports, and administrator follow-up; provide refreshers where data literacy or application is inconsistent.
- Evaluate training effectiveness by monitoring student growth, closure of achievement gaps, and movement at Meets/Masters across common assessment cycles.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward •Region 1 •DMAC •State and federal accountability reports	•Agendas and sign in sheets •Data reports •PowerPoints	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC •Increase in student progress	• Formative/Interim assessments •BOY & MOY •STAAR •TELPAS •I-Ready Inform Assessment

Goal Area 1: Effective Teaching and Learning

Strategy 2: Ongoing professional development curriculum training will be provided for teachers, administrators, and program related staff on blended learning instructional strategies (e.g., Common Instructional Framework) and data analysis.

Timeline: Oct. 2026- April 2027

Title I School Components: Title I, Title II, Title III, and Title IV.

Persons Responsible: Principals, Assistant principals, Campus leadership team, CLL, Grade Level/Department chairs, and Campus teachers

Action Steps:

- Deliver job-embedded professional learning on the district's blended-learning instructional framework, purposeful use of digital tools, student ownership, differentiation, and data-informed grouping.
- Use walkthrough evidence and student performance data to differentiate professional learning by campus, grade, content, and educator need.
- Require participants to implement a specific practice following training and collect evidence through walkthroughs, lesson artifacts, student participation, and data reports.
- Provide coaching/modeling cycles for teachers and campuses needing additional support and recognize/share effective practices across campuses.
- Review implementation and impact after each assessment cycle, emphasizing whether blended-learning practices are contributing to stronger engagement, growth, and Meets/Masters performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward •Region 1 •DMAC •State/federal accountability reports •I-Ready/ MATHia/ IXL •TCMPC	•Agenda •Sign-in sheets •Data reports •PowerPoints •Walkthroughs •Rubric for Blended Learning	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC •Increase in student progress •Student Participation	• Formative/Interim assessments •BOY & MOY •STAAR •TELPAS

Goal Area 1: Effective Teaching and Learning

Strategy 3: Reading, Math, Science, and Social Studies teachers will receive ongoing training on TEKS analysis to determine the depth and complexity of each student expectation that must be taught.

Timeline: August 2026 – March 2027

Title I School Components: Title I, Title II, Title III

Persons Responsible: Content Coordinators/Specialists, Collaborative Learning Leaders, Teachers, and Campus Administration.

Action Steps:

- Provide recurring content-specific TEKS analysis sessions in Reading, Math, Science, and Social Studies, prioritizing standards with the largest performance gaps.
- Use TEKS documents, DOK/cognitive-demand tools, question stems, released/STAAR-aligned items, and HQIM tasks to calibrate the expected rigor of instruction and assessment.
- Embed TEKS analysis into lesson internalization so teachers identify prerequisite skills, vocabulary/language demands, misconceptions, success criteria, and appropriately rigorous student tasks before instruction.
- Monitor classroom implementation through walkthroughs, content objectives, student tasks/work products, and assessment items to ensure alignment between taught and assessed rigor.
- Use BOY/MOY and formative/interim results to evaluate whether targeted standards are improving and revisit standards that remain below expected performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Title I •Title II •Local Funds •DOK Chart •TEKS Document •Lead4Ward/ RBIS •DMAC •TCMPC	•Agendas and sign in sheets •Lesson Internalization •Question Stems •Walkthroughs •Content Objectives	•BOY & MOY •Student achievement gains •Student growth •Increased performance of students at Meets & Masters performance levels	• Formative/Interim assessments • BOY & MOY •STAAR/TELPAS

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: College, Career, and Military Readiness**

The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase to 91% by June 2027.

OBJECTIVE 1: The percentage of graduates who are completers in an aligned program of study and earn an industry certification will increase from 32% to 35% by June 2027.

Strategy 1: Curriculum will embed the knowledge and skills necessary for students to successfully become completers in an aligned program of study and earn an industry-based certification in their chosen career pathway.

Timeline: June 2026 – July 2027

Title I School Components: #2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically based research

Persons Responsible: Executive Officer for College Readiness, Executive Officer for Secondary, Principals, Early College Director, AP in charge of CTE, CTE Teachers, Counselors, CTE Advisor, CTE Director, and CTE Coordinators

Action Steps:

- Conduct a program-of-study audit to verify course sequencing, TEKS alignment, prerequisites, staffing, equipment/software, work-based learning opportunities, and industry-based certification requirements for each pathway.
- Identify every student in grades 9–12 by pathway status (participant, concentrator/completer trajectory, certification eligibility, certification attempted/earned) and maintain a regularly updated CCMR tracker/verifier.
- Develop individual scheduling and advising plans to keep students on sequence for program completion and to address missing courses or prerequisites early enough for correction.
- Embed certification knowledge and skills into CTE curriculum and common benchmarks; use benchmark results to identify students needing targeted tutorials, practice, or additional lab/application time before certification testing.
- Establish certification testing windows, monitor pass rates by program and student group, and provide timely retest/intervention opportunities when permitted.
- Review CCMR tracker/verifier data at least monthly with CTE, counseling, campus, and district leadership; reconcile coding/documentation issues and monitor progress from the 32% baseline toward the 35% June 2027 target.
- Use program and certification results to determine where curriculum, scheduling, equipment, partnerships, or staff professional learning should be strengthened for the following cycle.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS •Components of Industry Certification •CTE Planning Guide •Specialized Software and/or Equipment	•Agenda/ Sign in Sheets •Certification Benchmarks •Curriculum developed in SharePoint • Student schedules showing continuation in the program of study	•Certification results •Increase Completers •Teacher Created Benchmarks	•Teacher created Benchmarks •Certification Exam Results • CCMR Tracker and Verifier data •CCMR Accountability

Goal Area 1: Effective Teaching and Learning

Strategy 2: Ongoing Professional Development training will be provided for teachers and administrators to ensure all certifications and CTE service IDs are coded correctly and in a timely matter for PEIMS submissions

Timeline: August 2026 and July 2027

Title I School Components: Title I, Title II, Title III, and Title IV.

Persons Responsible: AP in charge of CTE, Campus PEIMS clerk, Campus Registrar, CTE Director and CTE Coordinators/Advisors, PEIMS Department

Action Steps:

- Provide beginning-of-year and ongoing training for CTE teachers, campus PEIMS clerks, registrars, counselors, administrators, and CTE staff on current PEIMS coding requirements, service IDs, industry-based certification reporting, and submission timelines.
- Create and distribute a district coding reference/checklist that identifies required service IDs, certification codes, supporting documentation, responsible staff, and fall/spring submission deadlines.
- Conduct pre-submission audits comparing student schedules, CTE course sequences, certification records, certifying-entity documentation, and CCMR Tracker data to PEIMS records; correct discrepancies before each submission window.
- Maintain completed teacher/campus certification templates and supporting evidence for students earning industry-based certifications so documentation is readily available for verification and accountability review.
- Hold fall and spring coding-monitoring reviews with CTE, PEIMS, counseling, registrars, and campus administration to verify completeness and accuracy and assign corrections with clear owners and due dates.
- Reconcile PEIMS submissions against the CCMR Dashboard/Tracker after submission and resolve discrepancies promptly so students receive appropriate CCMR credit and district data accurately reflect program outcomes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Certifying entity •PEIMS submission deadlines •Professional Development: Master Schedule and Coding certifications in E- School	•Agenda •Sign-in sheets • Completed Teacher templates for coding industry based certifications	•Fall and Spring Coding Monitoring Timeline	•Monitor and review College & Career Readiness Dept. CCMR Dashboard •ECHS CCMR Leadership Roundtables •CCMR Tracker data

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: College, Career, and Military Readiness**

The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from to 91% by June 2027.

OBJECTIVE 2: The percentage of graduates who earn 3 hours of dual credit (RLA/Mathematics) or 9 hours in any subject will increase by June 2027.

Strategy 1: High Schools: TSIA tutorial sessions are available weekly, and TSIA will be embedded in curriculum to provide TSIA access to prepare students for the TSIA test.

Timeline: September 2026– June 2027

Title I School Components: #2c Reform Strategies. Best practice: Identify scientifically based research programs that increase the amount and quality of learning time

Persons Responsible: College Readiness Executive Officer, College and Career Readiness Dept., High School Administration, Assigned TSI Teachers, Counselors, PEIMS Department, Dual Credit Teachers

Action Steps:

- Identify students who have not yet demonstrated TSIA college readiness in Reading/Writing and Mathematics and maintain a campus-level roster by grade, subject area, and testing status.
- Implement weekly targeted TSIA tutorials during available instructional/intervention periods using diagnostic results to group students by specific skill gaps and provide differentiated instruction through approved resources.
- Embed TSIA-aligned reading, writing, and mathematics skills within appropriate core and college-readiness courses so preparation occurs during regular instruction in addition to tutorials.
- Establish recurring TSIA testing opportunities and monitor tutorial attendance, curriculum usage, assessment results, and retesting outcomes after each administration.
- Review TSIA and dual-credit eligibility data at least monthly with counselors, teachers, campus administration, and College Readiness staff; immediately schedule newly eligible students into appropriate dual-credit opportunities when feasible.
- Track progress toward the objective by monitoring both the number of students becoming TSIA eligible and the number ultimately earning at least 3 dual-credit hours in RLA/Mathematics or 9 hours in any subject.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•STC Curriculum •Pre-AP Curriculum •IXL •McVIA •Edgenuity •TSIA •CCMR Dashboard • PEIMS • Region One	•TSIA Testing Calendar •Tier 1-3 Cohort Tutorials •Cohort Attendance •Curriculum Usage •TSIA Reports •IXL Curriculum •STARFISH reports	•An increase in the number of students who pass the TSIA assessment •An increase in dual enrollment in 3 hours of dual credit (RLA/Mathematics) or 9 hours in any subject	•TSIA Reading, Writing, and Math Assessment Reports •Dual Credit Hours Earned Report •CCMR Accountability

Goal Area 1: Effective Teaching and Learning

Strategy 2: Dual Credit student recruitment, orientation, and registration sessions will provide equitable access for college enrollment and success

Timeline: August 2026, December 2026, and May 2027

Title I School Components: #2c Best practice: Identify Scientifically based research programs that increase the amount and quality of learning time

Persons Responsible: Executive Officer for College Readiness, College Readiness Staff, CTE Director/Coordinators/Advisors/Teachers, Principal/ Early College Director and High School Counselors

Action Steps:

- Use the PSJA District Dashboard, degree plans, enrollment reports, and student transcripts to identify students who are eligible or near eligible for dual-credit coursework, including students not currently participating.
- Conduct targeted student and parent recruitment/orientation sessions explaining eligibility requirements, degree-plan alignment, available courses, registration steps, expectations, supports, and the value of completing college credit while in high school.
- Provide individualized advising and degree audits each fall, spring, and summer to ensure dual-credit selections satisfy graduation requirements and advance students toward certificates, associate degrees, or other postsecondary credentials.
- Create a registration monitoring system that identifies students at each stage—eligible, recruited, application complete, registered, enrolled, and credit earned—and follow up with students who do not complete a required step.
- Review dual-credit enrollment and completion data quarterly by campus, grade level, student group, and program; address access gaps through additional outreach, advising, scheduling, transportation/technology support, or expanded course offerings as appropriate.
- Monitor course success and persistence, not only enrollment, and provide early academic supports for students at risk of withdrawing or failing so increased access results in completed college credit and credentials.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Degree Plan •PSJA District Dashboard •Career Pathway Videos •Enrollment Data Reports •Dual Credit Crosswalk Guide	•Sign-in sheets •STC Enrollment Reports •CCMR Reports •Orientation Schedules •Sign-in district portal	•Dual Credit enrollment increase •Increase student enrollment in PSJA Academies •Increase interest in non-traditional program concentration •Increase number of completed college certificates	•Quarterly data reviews on number of students enrolled in dual credit programs •Degree audits (Fall, Spring, Summer)

AREA LEADS: Dr. Susana Arredondo and Dr. Claudia Bracamontes



Goal Area 2: Student Supports

Areas Reviewed:

Strengths

- There is a 3 percentage-point increase in achievement at the Meets Grade Level Standard or above in All Grades ELA/Reading, from 52% in 2025 to 55% in 2026.
- There is a 6 percentage-point increase in achievement at the Meets Grade Level Standard or above in All Grades Mathematics, from 46% in 2025 to 52% in 2026.
- Emergent Bilingual students (Current & Monitored) demonstrated gains at the Meets Grade Level Standard or above in both ELA/Reading, increasing from 44% to 49%, and Mathematics, increasing from 42% to 48%.
- Current Special Education students improved in ELA/Reading across all performance levels: Approaches increased from 47% to 50%, Meets from 26% to 28%, and Masters from 10% to 12%.
- Current Special Education students also improved in Mathematics across all performance levels: Approaches increased from 52% to 56%, Meets from 31% to 33%, and Masters from 14% to 15%.

Challenges

- A 6 percentage-point achievement gap remains at the Meets Grade Level Standard or above in 2026 All Grades ELA/Reading between Emergent Bilingual students (Current & Monitored), at 49%, and all district students, at 55%.
- A 4 percentage-point achievement gap remains at the Meets Grade Level Standard or above in 2026 All Grades Mathematics between Emergent Bilingual students (Current & Monitored), at 48%, and all district students, at 52%.
- Current Special Education students continue to show substantial gaps in ELA/Reading. In 2026, 50% performed at Approaches Grade Level or above, 28% at Meets Grade Level or above, and 12% at Masters Grade Level.
- Current Special Education students continue to show substantial gaps in Mathematics. In 2026, 56% performed at Approaches Grade Level or above, 33% at Meets Grade Level or above, and 15% at Masters Grade Level.

Goal Area 2: Student Supports

Annual Goal 1: Academic Growth

By June 2027, PSJA ISD will increase academic growth in RLA and mathematics from 72% to at least 80%, as measured by Domain 2, Part A.

OBJECTIVE 1: Students that did not meet standard at the Approaches or above level on the STAAR assessment for RLA and/or mathematics will receive the 15 or 30 hours of accelerated instruction in reading and mathematics by June 2027.

Strategy 1: Use formative assessment and summative assessments (BOY & MOY) results to prioritize academic needs and monitor student progress

Timeline: Aug. 2026 – Oct. 2026, Nov. 2026 – Jan. 2027, March 2027 – April 2027 and June 2027

Title I School Components: Title I, II, III, State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds,

Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Action Steps:

- Identify students requiring 15 or 30 hours of accelerated instruction using STAAR/EOC, benchmark, and classroom-assessment results.
- Create an individual progress profile and accelerated-instruction plan for each identified student, including skill gaps, instructional dosage, schedule, and responsible staff.
- Group students by priority standards and provide TEKS-aligned, evidence-based intervention during protected instructional time and blended learning.
- Monitor student response at least every two to three weeks using common formative assessments, student work, and program reports.
- Adjust groups, instructional strategies, time, or intensity when students are not demonstrating expected progress.
- Review campus implementation and student-growth data during each performance-review cycle and communicate progress with students and families.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Curriculum •i-Ready •STAAR Release Assessments •BOY (Interim Assessment) •IXL •Reading by Design •Unique Learning Systems •ELPS •Summit K12 •SIOP •MackinVia •Walkthrough form •Master Schedule •Minute Recovery App	•Student Progress Profiles/ Student Agency •DMAC Reports •Data Reports •Performance Reviews (PR) •Weekly assessments •CLCs Agendas •Lesson Plans •District Professional Dev. Plan •Classroom observations •Six weeks assessments •i-Ready Reports •Marking Period Failure Report •Student Schedules/Teacher rosters	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Master levels on STAAR/EOC •Master IEP Goals •i-Ready performance improvement •ARP Attendance Reports •Blended Learning Implementation •Formative Evaluations growth •Performance gains •Improved Attendance •Growth across all levels	•Formative assessments •BOY & MOY •STAAR/EOC •TELPAS •TPRI/TEJAS LEE •Program Assessments •Lion •TFAR •TSI •Six weeks assessments •Marking Period Reports •IPR Reports

Goal Area 2: Student Supports**Annual Goal 1: Academic Growth**

By June 2027, PSJA ISD will increase academic growth in RLA and mathematics from 72% to at least 80%, as measured by Domain 2, Part A.

OBJECTIVE 2: 100% of campus administrators will provide on-going instructional feedback to all teachers.

Strategy 1: Campus administrators will conduct daily walkthroughs and provide teachers with actionable feedback to support effective delivery of instruction

Timeline: Aug. 2026 – May 2027

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title I parts A,B,C, Teacher Decision Making Regarding Assessments- A,B,C, Effective & Timely -Assistance to students experiencing difficulty- A,B,C, and Integration of Fed., State, & Local Services, Programs and Funds- A,B,C

Persons Responsible: Campus Principal, Campus Leadership, District Leadership, and District Content, and Program/Content Coordinators.

Action Steps:

- Calibrate campus and district leaders on common walkthrough look-fors aligned to the district curriculum, effective instruction, and student engagement.
- Develop and implement a walkthrough schedule that ensures consistent classroom coverage across grade levels and content areas.
- Document objective evidence and provide teachers with specific, actionable feedback within 24–48 hours of each walkthrough.
- Identify recurring campuswide trends and address them through PLCs, coaching cycles, modeling, and targeted professional learning.
- Conduct follow-up walkthroughs to determine whether feedback was implemented and whether student learning improved.
- Review walkthrough frequency, feedback quality, teacher-support needs, and student-performance trends during monthly leadership meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walkthrough district app •Walkthrough Form •TTESS Evaluation Rubric •Administrator notes •Curriculum Google site •Data Reports •Lesson Internalization •CLCs	•Progress Monitoring Reports •Walkthrough feedback •Lesson Internalization: Annotations •Rotation of Classroom Walkthroughs •CLC agendas •Teacher Conference Documentation •Progress Monitoring Data	•Improved student engagement •Improved academic achievement •Improved teacher effectiveness •Improved campus climate and culture	•Weekly Assessments •Unit Assessment •Student Growth Measures •TPRI/Tejas Lee/BOY/MOY/EOY •Circle Kindergarten Progress Monitoring (KPM) •Lion/Leon •Teacher formative evaluation (TTESS-Texas Teacher Evaluation and Support System) •Walkthrough App Data

Goal Area 2: Student Supports**Strategy 2:** Provide targeted professional development**Timeline:** Aug. 2026 – May 2027**Title I School Components:** Comprehensive Needs Assessment, Reform Strategies- Title I parts A,B,C, Teacher Decision Making Regarding Assessments- A,B,C, Effective & Timely - Assistance to students experiencing difficulty-A,B,C, Integration of Fed., State, & Local Services, Programs and Funds- A,B,C**Persons Responsible:** Campus Principal, Campus Assistant Principals, Campus CLLs, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators**Action Steps:**

- Analyze walkthrough, T-TESS, assessment, and teacher-feedback data to identify high-leverage professional-learning priorities.
- Develop a professional-development calendar aligned to teacher/ campus needs, district initiatives, and priority instructional practices.
- Provide explicit modeling, exemplars, guided practice, and planning support during each professional-learning session.
- Use PLCs, peer observations, classroom rotations, coaching, and feedback cycles to support classroom implementation.
- Conduct implementation checks through lesson plans, walkthroughs, teacher artifacts, and student work.
- Evaluate the effect of professional development on teacher practice and student outcomes and revise support accordingly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward field guide •Observation Tool •State Curriculum •Effective Schools Framework •Fundamental 5 •CIF •RBIS •SIOP	•Peer Observation Schedule •Rotation of Classroom Walkthroughs •Conducting effective conferences •Learning Walks •Teacher needs survey •Professional Development Calendar	•Increased teacher performance on TTESS rating •Increased Teacher Retention •Improved Culture and Climate •Increased student engagement •Increased academic achievement •Increased CCMR	•Walkthroughs •TTESS rating •BOY & MOY, STAAR/EOC assessment results •Six weeks and weekly assessments

Goal Area 2: Student Supports

Annual Goal 2: Academic Growth

By June 2027, the Special Education student group will meet or exceed the ESSA Interim Growth Targets in RLA and mathematics.

OBJECTIVE 3: General education and special education teachers will ensure that 100% of students with IEP plans are detailed with specific accommodations, and modifications for use during daily instruction and state assessments.

Strategy 1: IEP teams will review each student's IEP prior to the state assessment, no later than March 2026, to ensure student, general ed teacher and special ed teacher understand how to implement the accommodations and modifications.

Timeline: Aug. 2026 – May 2027

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title I parts A,B,C, Teacher Decision Making Regarding Assessments- A,B,C, Effective & Timely -Assistance to students experiencing difficulty- A,B,C, and Integration of Fed., State, & Local Services, Programs and Funds- A,B,C

Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Action Steps:

- Audit each student's current IEP, PLAAFP, goals, service schedule, accommodations, and modifications at the beginning of the year and after every ARD or amendment.
- Ensure that all responsible staff have timely access to the IEP and document acknowledgment and understanding of required supports.
- Meet with general education and Special Education teachers to clarify specially designed instruction, accommodations, modifications, and progress-monitoring responsibilities.
- Verify testing accommodations and student rosters before district and state assessment windows and correct discrepancies immediately.
- Monitor IEP goal progress and service implementation monthly through case-management records, student work, assessment data, and walkthroughs.
- Address implementation gaps through coaching, corrective follow-up, ARD action when appropriate, and communication with families.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•SuccessEd state assessment report •Schedule of Services (IEP) •Student Present Levels of Academic Achievement and Functional Performance (PLAAFPS) statements •Reading by Design •DMAC Local Assessment Reports •Test Hound Verification reports •Unique Learning System	• IEPs are updated through an Annual, Brief, meeting or through an amendment. •CLC meetings/agendas •Individual Student Growth Plans (sped specific) •Progress on IEP goal mastery	•Daily Assignments •District Benchmarks •Weekly Assessments •Increased Academic Performance on Lexia Core5/Powerup •Progress on IEP goal mastery •Individual Student Growth Plans (sped specific)	•Daily Assignments •District Benchmarks •Weekly Assessments •Progress on IEP goal mastery •Unit Assessments •Student Growth Measures •Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) •Walkthrough App Data

Goal Area 2: Student Supports

Annual Goal 2: Special Education Academic Growth

By June 2027, students receiving Special Education services will meet or exceed applicable ESSA interim growth targets in RLA and mathematics.

OBJECTIVE 1: By June 2027, 100% of students receiving Special Education services will have their IEP-required services, accommodations, modifications, and supports implemented with fidelity, as verified through every interim reporting period.

Strategy 1: Implement a coordinated IEP review and case-management process to ensure that general education and Special Education teachers understand and consistently implement each student's IEP.

Timeline: August 2026–June 2027

Title I School Components: Comprehensive Needs Assessment; Schoolwide Reform Strategies; Teacher Decision-Making Regarding Assessments; Effective and Timely Assistance to Students Experiencing Difficulty; and Integration of Federal, State, and Local Services, Programs, and Funds.

Persons Responsible: Special Education Director and staff; campus principals and assistant principals; diagnosticians/ARD facilitators; case managers; general education and special education teachers; district and campus leadership; and district content/program coordinators.

Action Steps:

- Review each student's IEP at the beginning of the year, after amendments/ARD meetings, and before state assessments; verify that all responsible staff understand required services, accommodations, and modifications.
- Every interim reporting period examine IEP goal mastery, classroom performance, attendance, behavior, and intervention data.
- Provide targeted coaching and professional learning on specially designed instruction, progress monitoring, accommodations, and inclusive practices.
- Use district assessment cycles and individual growth plans to identify needs, intensify support, and document instructional adjustments.
- Each grading period and communicate progress with students and families through required progress reports and conferences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• SuccessEd/IEP management system • IEPs, PLAAFPs, goals, and service schedules • STAAR/EOC and district assessment data • DMAC/local assessment reports • Evidence-based intervention resources • Professional learning and coaching resources	• Current, accessible IEPs and staff acknowledgment • Individual student growth plans • IEP goal-progress documentation • Professional learning/coaching records • Fidelity-check and walkthrough records	• Students meet/exceed applicable ESSA interim growth targets • Increased STAAR/EOC and district-assessment growth • Improved IEP goal mastery • Reduced performance gaps between Special Education and all students • Improved access to grade-level instruction	• Interim Reporting Period goal-progress reviews • District benchmarks and common assessments • STAAR/EOC and growth measures • Walkthrough/coaching evidence • Service and accommodation fidelity checks • Grading-period data reviews and family progress reports

Goal Area 2: Student Supports

Annual Goal 2: Special Education Academic Growth

By June 2027, students receiving Special Education services will meet or exceed applicable ESSA interim growth targets in RLA and mathematics.

OBJECTIVE 2: By June 2027, students receiving Special Education services will demonstrate increased academic growth in RLA and mathematics and meet or exceed applicable ESSA interim growth targets, as measured by STAAR/EOC, district assessments, individual growth measures, and IEP goal progress.

Strategy 1: Establish monthly collaborative data-review cycles in which Special Education and general education teams analyze academic performance and IEP goal progress, identify students who are not responding, and adjust instruction, interventions, services, and accommodations.

Timeline: August 2026–June 2027

Title I School Components: Comprehensive Needs Assessment; Schoolwide Reform Strategies; Teacher Decision-Making Regarding Assessments; Effective and Timely Assistance to Students Experiencing Difficulty; and Integration of Federal, State, and Local Services, Programs, and Funds.

Persons Responsible: Special Education Director and staff; campus principals and assistant principals; diagnosticians/ARD facilitators; case managers; general education and special education teachers; district and campus leadership; and district content/program coordinators.

Action Steps:

- Establish baseline performance using STAAR/EOC, district assessments, classroom evidence, and current IEP goal data.
- Conduct monthly collaborative reviews and document progress toward academic and IEP goals on individual growth plans.
- Identify students not demonstrating expected progress and intensify or revise specially designed instruction and intervention.
- Align accommodations and interventions to grade-level TEKS and verify consistent use during instruction and assessment.
- Review districtwide Special Education growth by campus each grading period and provide targeted support where gaps persist.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR/EOC and district assessment data • DMAC/local assessment reports • IEP goals and progress reports • Individual student growth plans • Evidence-based interventions • TEKS-aligned instructional materials	• Updated individual growth plans • IEP goal-progress documentation • Intervention adjustment records • Student work and assessment evidence • Coaching and follow-up documentation • CLC Sign in & agendas	• Students meet/exceed applicable ESSA interim growth targets • Increased STAAR/EOC and district-assessment growth • Improved IEP goal mastery • Reduced performance gaps • Increased mastery of grade-level TEKS	• Monthly IEP goal-progress reviews • District benchmarks and common assessments • STAAR/EOC growth measures • Grading-period growth reviews • Intervention-response data • Student growth measures and progress reports

Goal Area 2: Student Supports

Annual Goal 3: Dual Language Education

By June 2027, 100% of district Dual Language teachers in grades PK3–12 will effectively implement the district Dual Language model with fidelity.

OBJECTIVE 1: District and campus leaders support, guide, and monitor Dual Language teachers in the effective implementation of the District Dual Language models.

Strategy 1: Professional development will target research-based instructional strategies and practices that strengthen the effective implementation of the district Dual Language model at the elementary and secondary levels.

Timeline: August 2026-August 2027

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title 1 Part A, B, C, Teacher Decision Making Regarding Assessments- A, B, C Effective & Timely - Assistance to students experiencing difficulty- A, B, C, Integration of Fed., State, & Local Services, Programs and Funds- A, B, C

Persons Responsible: English Language Development & Biliteracy Director, Dual Language Department Specialists, District and Campus Leadership

Action Steps:

- Provide targeted professional development to Dual Language teachers on research-based instructional practices aligned with the district's elementary and secondary Dual Language models, including biliteracy development, cross linguistic connections, academic language development, and appropriate use of both program languages.
- Provide follow-up coaching, modeling, and feedback to support teachers in applying professional learning within classroom instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•DLTI •Language Allocation Plan •District Curriculum •Chapter 89 •ELPS/SLPS/TEKS •District Grading Policy •TXEDLIF •Summit K12 •Footsteps to Brilliance • Everway	•Sign in Sheets •Agendas •PowerPoint Presentations •District Curriculum •Dual Language Department Walkthroughs • Lesson Plans • Coaching/modeling logs	• Increased percentage of teachers implementing Dual Language model components with fidelity • Increased implementation of research-based biliteracy, cross-linguistic, and academic language practices • Increased adherence to the district Language Allocation Plan • Increased evidence of appropriate use of both program languages during instruction • Improved implementation based on Dual Language fidelity walkthrough data	• Dual Language fidelity walkthroughs • Classroom observations • Coaching/feedback cycles • Lesson plan reviews • Language Allocation Plan monitoring • Review of teacher implementation data • Biliteracy/language-development data

Goal Area 2: Student Supports

Objective 2: Strengthen parent and family understanding, engagement, and support of the district Dual Language models.

Strategy 1: Conduct parent trainings and informational meetings on the Dual Language models at elementary and secondary levels.

Timeline: August 2026-August 2027

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title 1 Part A, B, C, Teacher Decision Making Regarding Assessments- A, B, C, Effective & Timely -Assistance to students experiencing difficulty- A,B,C, Integration of Fed., State, & Local Services, Programs and Funds- A,B,C

Persons Responsible: English Language Development & Biliteracy Director, Language and Culture Specialists, Parental Engagement Director, and District and Campus Leadership

Action Steps:

- Develop and provide parent training at the elementary and secondary levels to increase understanding of the Dual Language model, including program goals, language allocation, biliteracy development, and expectations for student participation.
- Provide campuses with standardized parent resources and materials to support consistent communication about the Dual Language model and ways families can support bilingualism and biliteracy at home.
- Collect parent participation and feedback data following trainings to identify areas of need and guide future parent engagement activities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Elementary and Secondary DL Models • District Language Allocation Plan •Parent Presentations/resources •Chapter 89 •District Grading Policy •Texas Education Agency Website • Txel.org resources	•Flyers • Agendas • Sign-In Sheets •Informational videos •Parent resources/material distributed • Parent communication/outreach documentation (social media posts, newsletters, campus communication)	• Increased parent awareness of ways to support bilingualism and biliteracy at home • Increased parent understanding of the Dual Language model • Increased parent understanding of bilingualism and biliteracy development • Increased parent participation in Dual Language meetings and activities	•Polls •Exit Tickets •Pre/Post Parent Surveys •Reflection Cards • Parent attendance and participation trends

Goal Area 2: Student Supports

Annual Goal 3: English Language Proficiency

By June 2027, 36 out of the 39 campuses (92%) will meet their English Language Proficiency Target to show progress at the TELPAS Composite level.

OBJECTIVE 1: All staff serving or mentoring Emergent Bilingual students will understand how to guide students in developing and monitoring individualized TELPAS goals to support annual progress in each language domain and overall composite progress.

Strategy 1: Provide professional development to TELPAS CTCs and teachers on analyzing TELPAS data to identify individual student language-domain needs, determine progress toward composite proficiency, and establish appropriate TELPAS goals.

Timeline: August 2026-August 2027

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- Title I Part A, B, & C Teacher Decision Making Regarding Assessments- Title I Part A, B, & C Effective & Timely - Assistance to students experiencing difficulty- Title I Part A, B, & C, Integration of Fed., State, & Local Services, Programs and Funds- Title I Part A, B, & C

Persons Responsible: English Language Development & Biliteracy Director, Language Development Specialists, Special Education Director, Special Education Supervisors and Strategists, Executive Officers, Principals, TELPAS CTCs

Action Steps:

- Train TELPAS CTCs and designated staff to analyze prior-year TELPAS domain and composite results to identify individual student strengths, areas of need, and annual language-development goals.
- Implement a student's TELPAS goal-setting process in which staff/mentors guide Emergent Bilingual students in establishing individualized goals for listening, speaking, reading, and writing to support overall composite progress.
- Monitor student progress toward TELPAS goals throughout the year using available language-development data, student work, and benchmark/interim results, and adjust goals or supports as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• ELPS/PLDs • TEPAS Educator Guide • Prior year TEPAS domain and composite data • TEPAS Composite Rating resources • TEPAS Campus Literacy Plan • TEPAS practice/released tests • TEPAS scoring guides • Summit K12	• PD agendas and sign-in sheets • Individual student TEPAS goal-setting plans • Documentation of student/mentor goal-setting conferences • Individual language-domain goals established to support composite progress • Student progress-monitoring documentation • TEPAS Campus Literacy Plan implementation	• Increased student progress by language domain • Increased percentage of students demonstrating TEPAS composite progress • Increased percentage of students meeting individualized TEPAS goals • Increased number of campuses meeting ELP targets	• Student TEPAS goal sheets/journals • Summit K12 benchmark/interim data • Student speaking/writing samples • TEPAS practice/released assessments • Periodic student/mentor progress conferences • Domain-level progress-monitoring data

Goal Area 2: Student Supports

Annual Goal 3: English Language Proficiency

By June 2027, 36 out of the 39 campuses (92%) will meet their English Language Proficiency Target to show progress at the TELPAS Composite level.

OBJECTIVE 2: All staff serving Emergent Bilingual students will plan for and implement ELPS-aligned academic speaking and writing practices in daily instruction through ongoing professional learning, coaching, and guidance.

Strategy 1: Provide professional learning, coaching, and curriculum support to embed ELPS-aligned academic speaking and writing practices across all content areas.

Timeline: August 2026-August 2027

Title I School Components: Effective & Timely - Assistance to students experiencing difficulty- Title I Part A, B, & C, Integration of Fed., State, & Local Services, Programs and Funds- Title I Part A, B, & C

Persons Responsible: English Language Development & Biliteracy Director, Language Development Specialists, Special Education Director, Special Education Supervisors and Strategists, Executive Officers, Principals, TELPAS CTCs

Action Steps:

- Provide professional learning and coaching on research-based, ELPS-aligned speaking and writing practices for daily instruction.
- Embed language objectives, structured speaking and writing opportunities, and appropriate language supports within content-area curriculum and instructional resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
ELPS/PLDs • District Curriculum • TELPAS Educator Guide • EB Strategic Plan • TELPAS Campus Literacy Plan • Speaking/Writing Scoring Guides • TELPAS Academies • ELPS-aligned speaking/writing resources • Language objectives/resources	• PD agendas and sign-in sheets • Coaching/modeling documentation • ELPS-aligned language objectives in lesson plans/curriculum • Evidence of structured academic speaking and writing opportunities • Classroom walkthrough data • Teacher coaching/feedback logs • Student speaking and writing samples	• Increased implementation of ELPS-aligned speaking and writing practices • Increased percentage of classrooms providing structured academic speaking/writing opportunities • Increased student proficiency in the speaking and writing domains • Increased percentage of students demonstrating progress toward individualized TELPAS speaking and writing goals	• Classroom walkthroughs/observations • Coaching and feedback cycles • Review of lesson plans and curriculum documents • Review of student speaking/writing samples using TELPAS/PLD-aligned scoring guides • Periodic review of speaking and writing benchmark data

Goal Area 2: Student Supports

Strategy 2: Administer TELPAS-aligned practice and benchmark assessments across all four language domains to monitor student language development and inform instructional support.

Title I School Components: Effective & Timely - Assistance to students experiencing difficulty- Title I Part A, B, & C, Integration of Fed., State, & Local Services, Programs and Funds- Title I Part A, B, & C

Persons Responsible: English Language Development & Biliteracy Director, Language Development Specialists, Special Education Director, Special Education Supervisors and Strategists, Executive Officers, Principals, TELPAS CTCs

Action Steps:

- Administer TELPAS-aligned practice and benchmark assessments at designated intervals in listening, speaking, reading, and writing.
- Analyze student performance by language domain and composite progress to identify needs, adjust instructional support, and monitor progress toward individual TELPAS goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• ELPS/PLDs • TELPAS Educator Guide • TELPAS Practice/Released Tests • TELPAS Speaking/Writing Scoring Guides • Summit K12 • Summit K12 Benchmarks • Prior-year TELPAS data • TELPAS Campus Literacy Plan	• TELPAS-aligned practice assessments administered • Summit K12 benchmark assessments administered • Benchmark participation/completion reports • Domain-level data reports reviewed • Campus/student data-analysis documentation • Instructional supports identified and adjusted based on benchmark and domain level results	• Increased percentage of students demonstrating progress by language domain • Increased percentage of students demonstrating TELPAS composite progress • Increased percentage of students meeting individualized TELPAS goals • Increased number/percentage of campuses meeting ELP targets	• Summit K12 benchmark/interim results • TELPAS practice assessment results • Domain-level progress-monitoring reports • Student speaking/writing samples and scoring data • Periodic review of student TELPAS goals • Campus data-review/progress-monitoring meetings

AREA LEADS: Dr. Nora Rivas-Garza and Alfredo Carrillo



Goal Area 3: Leadership Growth

Areas Reviewed:

Strengths

- PSJA ISD maintains a strong teacher's retention rate of 98% or higher, demonstrating the district's commitment to supporting and retaining high-quality educators.
- PSJA ISD is recognized as an employer of choice, offering competitive compensation, professional growth opportunities, and pathways for career advancement.
- The district supports degreed instructional paraprofessionals in obtaining teacher certification, creating opportunities for current employees to transition into certified teaching positions.
- The district's alternative certification program, ACTRGV, provides a strong pipeline for recruiting, preparing, and developing high-quality teachers entering the profession through nontraditional pathways.
- PSJA ISD utilizes the district's Leadership Values selection process for Collaborative Learning Leaders, assistant principals, principals, and other district leadership positions to identify and select highly qualified candidates who demonstrate the district's leadership expectations and values.
- An electronic instructional focus on walk-through forms is utilized to provide teachers with timely, targeted feedback on instructional delivery and student engagement, with an emphasis on continuous professional growth and improved student learning.
- PSJA ISD utilizes the Leadership Values evaluation tool to establish clear performance expectations and support the professional growth of non-teaching staff.
- The district demonstrates a strong commitment to financial investment in professional learning through the Professional Development, New Teacher Support, Leadership Growth through the Aspiring Assistant Principal, Aspiring Principal, and Aspiring Counselors Academies and Instructional Coaching departments.
- PSJA ISD offers ongoing support to ensure that all teachers obtain the appropriate certifications for their assigned teaching positions.
- All campus teachers and administrators receive training on the T-TESS and T-PESS evaluation systems to promote a consistent understanding of performance expectations, professional growth, and effective evaluation practices.
- The district supports teachers pursuing National Board Certification through a district-sponsored cohort and guidance from external experts, expanding opportunities for professional recognition and potential financial incentives through the Teacher Incentive Allotment (TIA).
- PSJA ISD is a designated Teacher Incentive Allotment district, providing opportunities to recognize and reward highly effective teachers while strengthening teacher recruitment and retention.

Challenges

- Ensuring all core-content and special education teachers meet new local education agency requirements by obtaining the appropriate bilingual or ESL certification.
- Maintaining PSJA ISD as an employer of choice by offering competitive salaries, professional growth opportunities, and a positive and supportive culture.
- Ensuring interns who challenge a teacher certification exam are well-prepared for successful completion, as their performance directly impacts ACTRGV's state accountability rating.
- Strengthening the T-TESS and T-PESS evaluation processes through calibration and the development of a consistent system for effectively measuring and supporting educator performance.
- Providing support and opportunities for teachers pursuing master's degrees and required credentials to expand the district's capacity to offer dual credit courses.
- Continuing to invest in teacher stipends and high-quality professional development that support recruitment, retention, and professional growth.
- Updating employee evaluation systems to ensure alignment with job descriptions and performance expectations, while providing annual training on the PSJA Leadership Values and SMART goal development.

Goal Area 3: Leadership Growth

Annual Goal 1: High-Quality Instruction

By the end of the 2026–2027 school year, 100% of district teachers will consistently deliver high-quality, engaging, and differentiated instruction while maximizing a minimum of 95% of available instructional time.

OBJECTIVE 1: 100% of campus administrators will consistently utilize the district-developed instructional walkthrough form across all content areas, with the exception of mathematics, where the state-adopted observation tool will be used to monitor the effective implementation and delivery of the Bluebonnet Learning curriculum.

Strategy 1: District instructional staff established and implemented a consistent walkthrough and calibration process to monitor instructional practices across all content areas, provide actionable feedback to campuses, and strengthen the implementation of district curriculum. The district-developed walkthrough form will be utilized for all applicable content areas, while the state-adopted walkthrough tool will be used in mathematics to monitor implementation of the Bluebonnet Learning curriculum.

Timeline: August 2026-August 2027

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Assistant Principals, Teachers, and Executive Officers, and Content Level Coordinators

Action Steps:

- Finalize and communicate district expectations for instructional walkthroughs, including the required frequency, responsible staff, documentation procedures, and use of the district Instructional Focus Walk-Through Form and the TEA Mathematics Observation Rubric.
- Train and calibrate district and campus administrators on the walkthrough tools using common classroom scenarios, exemplar evidence, and practice rating activities to establish inter-rater consistency.
- Develop campus walkthrough schedules that ensure routine monitoring across grade levels, content areas, student groups, and instructional settings while protecting instructional time.
- Conduct walkthroughs consistently and enter evidence in the appropriate district or TEA observation tool, documenting observable instructional practices rather than general impressions.
- Review walkthrough data at least biweekly to identify districtwide and campus-level trends in student engagement, student discourse, productive struggle, intentional questioning, classroom environment, and implementation of district curriculum.
- Provide principals with timely, actionable feedback and identify specific next steps for teacher coaching, PLC support, professional learning, or curriculum assistance.
- Conduct periodic joint district/campus calibration walks and use discrepancies in ratings or evidence collection to recalibrate observers and strengthen consistency.
- Monitor implementation through weekly walkthrough reports and adjust campus support plans based on trends, recurring needs, and evidence of improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk-Through Form •T-TESS Rubric •TEA Math Classroom Observation Tool	•Daily use of the Instructional Walk-through focus tool, and TEA Math Observation tool. •Collect and review data. •Make adjustment to PD plan based on walkthrough data •Actionable feedback is evident in Walkthrough form & TEA Math Observation Tool •Administration creates a walkthrough schedule	•Student engagement •Closing the achievement gaps. •Student centered classrooms. •Positive classroom environment. - Student discourse - Productive Struggle - Intentional Questioning •Walkthrough reports •Teachers requesting feedback •Teachers changing instruction •Increase in CIF Strategies	•Utilize the District Walkthrough App to review feedback provided to teachers, identify instructional trends and areas for growth, and develop actionable next steps for principals to strengthen instructional practices and teacher support. •Review weekly reports/walkthroughs needs with administrative team

Goal Area 3: Leadership Growth

Strategy 2: Conduct weekly/biweekly instructional monitoring and feedback cycles in which district and campus leaders analyze data walkthrough and the TEA Observation Rubric to identify instructional trends, determine areas of strength and growth, and provide timely, actionable feedback and targeted support to the campus.

Timeline: August 2026 – June 2027

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Executive Officers, Content Coordinators, Principals, and Campus Leadership

Action Steps:

- Establish a weekly/biweekly data-review cycle in which Executive Officers, content coordinators, principals, and campus leadership teams examine walkthrough and TEA Mathematics Observation Rubric data.
- Create a consistent protocol for reviewing data by campus, grade level, content area, and instructional indicator to identify strengths, high-leverage gaps, and patterns requiring immediate attention.
- Require principals to develop or update short-cycle action steps in response to identified walkthrough trends, including the person responsible, expected evidence, and follow-up date.
- Align coaching, CLC/PLC support, professional development, and district curriculum assistance to the specific instructional needs identified through walkthrough evidence.
- Complete follow-up observations to determine whether feedback and support resulted in changes in teacher practice and student learning behaviors.
- Use periodic calibration checks to ensure district and campus leaders interpret, rate, and document instructional evidence consistently.
- Review Bluebonnet Learning implementation data separately through the TEA Mathematics Observation Rubric and target additional mathematics support where implementation is inconsistent.
- Share progress and recurring trends with the administrative team and revise supports when evidence does not show the expected improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Instructional Focus Walk-Through form • T-TESS Evaluation tool • TEA Mathematics Observation Rubric • Agendas • Curriculum and Instructional Resources • Campus Improvement and Targeted Improvement Plans • Leadership Reflection and Goal setting tools	• Collect and review Data. • Principal action plans and documented next steps developed in response to walkthrough data and instructional trends. • Campus leadership/PLC meeting agendas and minutes demonstrating that walkthrough data is regularly reviewed and used to guide instructional decisions	• Student engagement • Closing the achievement gap. • Student centered classrooms. • Positive classroom environment. • Student discourse • Increased percentage of teachers demonstrating high-quality, engaging, and differentiated instruction across content areas. • Increased effectiveness of teacher feedback, demonstrated by observable changes in instructional practices during subsequent walkthroughs.	• Calibration checks: District and campus leaders will participate in periodic joint walkthroughs to ensure consistency in how instructional practices are observed, rated, and documented. • Targeted support: Use formative findings to adjust to coaching, PLC support, professional development, and district curriculum assistance. • Bluebonnet implementation monitoring: Review TEA Observation Rubric data to determine the level of implementation of Bluebonnet Learning and identify mathematics teachers or campuses requiring additional support.

Goal Area 3: Leadership Growth

Annual Goal 1: High-Quality Instruction

100% of district teachers will deliver high quality, engaging, differentiated lessons, maximizing at least 95% of the instructional time in the 2026-2027 School Year.

OBJECTIVE 2: Campus administrators will conduct biweekly reviews of walk-through data during campus administrative meetings to support teacher effectiveness.

Strategy 1: Campus administrators will conduct weekly walk-throughs using the Instructional Focus Walk-through form and TEA Observation Rubric.

Timeline: August 2026 - June 2027

School Components: Local Funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Action Steps:

- Principals will establish and maintain a weekly walkthrough calendar that ensures consistent classroom visits across teachers, grade levels, and content areas.
- Campus administrators will conduct weekly walkthroughs using the Instructional Focus Walk-Through Form and, for mathematics, the TEA Mathematics Observation Rubric.
- Walkthrough evidence will be reviewed and aggregated weekly to identify campus instructional trends, areas of strength, and priority areas for growth.
- Campus leadership teams will conduct biweekly administrative data-review meetings and document findings, decisions, assigned actions, and follow-up dates in agendas/minutes.
- Principals will use walkthrough trends to establish CLC/PLC instructional priorities and ensure collaborative planning addresses identified student and teacher needs.
- Administrators will provide specific, actionable feedback to teachers and document follow-up support, including coaching, modeling, observation, or professional learning as appropriate.
- Campus leaders will revisit priority classrooms or instructional indicators to verify implementation of feedback and determine whether practice is improving.
- Executive Officers will periodically review campus walkthrough data and meeting documentation to monitor fidelity and provide differentiated leadership support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Instructional Focus Walk-Through Tool • TEA Observation Rubric • TEAMS Calendar of Administration Meetings • Walkthrough Calendar • Walkthrough Calendar • Administration meeting agendas & minutes	• Walk-through data weekly reviews • Student-centered classroom • Bell to bell instruction • Fidelity to the pacing document • High-quality instructional materials observed • Biweekly campus administration meetings (sign in sheets) • Completed walkthrough forms	• Professional growth and high-quality teaching • Increased ability to provide specific, actionable feedback to teachers using the District Instructional Focus Walk-Through Form, T-TESS, and TEA Mathematics Observation Rubric. • Demonstrated growth in conducting instructional walkthroughs and identifying effective instructional practices. • Demonstrated improvement in campus formative and summative assessment data.	• Instructional walk-through aggregated weekly data • CLC agendas, minutes, and instructional planning artifacts demonstrating collaborative planning focused on high-quality instruction and student learning. • Campus leadership meeting documentation demonstrating regular review of walkthrough trends and instructional priorities. • Documented teacher feedback with specific, actionable next steps for strengthening instructional practices.

Goal Area 3: Leadership Growth

Annual Goal 1: High-Quality Instruction

100% of district teachers, para-professionals, and instructional coaches will deliver high quality, engaging, differentiated lessons, maximizing at least 95% of the instructional time in the 2026-2027 School Year.

OBJECTIVE 3: Campus administrators will provide timely feedback and/or professional learning support within 1-3 days to staff based on observations.

Strategy 1: Campus administrators will conduct weekly walk-throughs using the Instructional Focus Walk-through form and the TEA Observation Rubric.

Timeline: August 2026 – June 2027

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Action Steps:

- Campus administrators will provide written or verbal feedback within 1–3 instructional days following walkthroughs, observations, or identified instructional concerns.
- Feedback will identify a specific strength, a high-leverage area for growth, and an actionable next step aligned to the district Instructional Focus Walk-Through Form, T-TESS, or TEA Mathematics Observation Rubric.
- Administrators will determine the appropriate level of follow-up support for each teacher, including coaching, modeling, peer observation, CLC/PLC learning, targeted professional development, or additional walkthroughs.
- Campus leaders will document administrator/teacher conferences and track agreed-upon next steps, support provided, and evidence of implementation.
- Student work, Student Growth Measure data, and other progress-monitoring evidence will be reviewed alongside walkthrough data to determine whether changes in instructional practice are improving student outcomes.
- Administrators will conduct follow-up walkthroughs within an appropriate short cycle to verify implementation of feedback and provide additional reinforcement or adjustment.
- Campus leadership teams will review weekly walkthrough and feedback data to identify teachers or instructional areas needing intensified support and to recognize effective practices that can be replicated.
- Progress will be monitored throughout the year through walkthrough data, SGM data, student progress-monitoring tools, and changes in student achievement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Dashboard •Instructional walk- through focus tool •T-TESS observations •Student Growth Measure data •Professional Learning Communities. •TEEMS •Walkthrough Portal •PSJA values – Goals portal	• Campus Walk-Through Data •Walk-Through schedule •PLC/CLC agenda and sign in sheets •Administrator/teacher conferences •Artifacts: pictures of student work	•Increased quality instructional time •Implementation of best practices •Improvement of SGM effectiveness •Increased student achievement •Increased teacher recognition level from Acknowledge to Recognized, Exemplary, and Masters •Improved alignment in student achievement	•Weekly walk-through data •SGM data •Student Progress Monitoring/Tracking Tools

Goal Area 3: Leadership Growth

Strategy 2: Campus administrators will utilize the T-TESS Goal-Setting and Professional Development (GSPD) process to identify individual teacher strengths and areas for professional growth and opportunity.

Timeline: August 2026 – June 2027

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership Team, and Executive Officers

Action Steps:

- Conduct Beginning-of-Year GSPD conferences with teachers to review self-assessment results, student needs, campus/district priorities, and professional growth goals.
- Ensure each teacher establishes measurable professional goals aligned to relevant T-TESS dimensions and identifies evidence that will demonstrate progress toward the goals.
- Align walkthrough, observation, student performance, and coaching evidence to each teacher's identified professional growth needs.
- Provide differentiated professional learning, coaching, CLC/PLC support, modeling, and instructional resources based on individual and collective GSPD trends.
- Require teachers to reflect on feedback and document application of professional learning through lesson artifacts, student work, instructional adjustments, or other evidence.
- Conduct Mid-Year GSPD progress reviews to assess progress, refine goals when appropriate, and determine additional support needed.
- Use ongoing walkthrough and observation data to monitor progress toward GSPD goals and provide timely feedback between formal conferences.
- Complete End-of-Year GSPD conferences and reflections to document growth, identify continued development priorities, and inform campus professional learning plans for the following year.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Dashboard •Instructional walk-through focus tool •T-TESS observations GSPD •SGMs data •Professional Learning Communities • Teacher Observation and Walkthrough Feedback • Student Achievement and Progress-Monitoring Data • Instructional Coaching and Mentoring Support • District Curriculum and Instructional Resources • CLC/PLC Planning and Data-Analysis Resources •TEEMS •PSJA Values portal •Walkthrough portal	•Walk-Through Data •Walk-Through schedule •PLC/CLC agenda and sign in sheets • Completed T-TESS teacher self-assessments and GSPD plans with measurable professional growth goals. • Documentation of Beginning-of-Year conferences between administrators and teachers to review and establish professional goals. • Teacher goals aligned to T-TESS dimensions, student needs, and campus/district instructional priorities. • Documentation of Mid-Year GSPD progress reviews and adjustments to professional goals or support, as needed. • End-of-Year GSPD documentation and reflections demonstrating progress toward established professional goals. •Teacher/Student artifacts	•Increased quality instructional time •Implementation of best practices •Improvement of SGM Data •Increased student achievement • Increased implementation of high-quality, engaging, and differentiated instruction aligned to district expectations. • Increased effectiveness in maximizing instructional time and student engagement. • Evidence that teachers are applying professional learning and feedback within classroom instruction. • Increased teacher capacity for self-reflection, goal setting, and continuous professional growth. •Increased ratings: “Recognized to Exemplary” •Increase in student achievement	•Weekly walk-through data reviews •SGM data •Student Progress Monitoring/Tracking Tools • Campus administrators will monitor teacher progress toward T-TESS GSPD goals throughout the school year using walkthrough and observation data, teacher reflections, student performance data, and evidence of professional learning. Progress will be reviewed during Beginning-, Middle-, and End-of-Year conferences to identify growth, determine additional support, and adjust professional development, coaching, and instructional feedback as needed.

Goal Area 3: Leadership Growth

Annual Goal 2: Staff Evaluations

100% of district leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2027.

OBJECTIVE 1: The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by September 2026.

Strategy 1: The Leadership committee will review the current Instructional Walk-Through Focus tool for alignment to T-TESS.

Timeline: August 2026 – June 2026

Title I School Components: Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Action Steps:

- Convene the district leadership committee to review the current Instructional Focus Walk-Through Form for alignment to T-TESS, district instructional priorities, and current curriculum expectations.
- Analyze walkthrough data, administrator feedback, teacher feedback, appraisal trends, and identified instructional needs to determine which indicators should be retained, revised, added, or removed.
- Develop a revised draft of the walkthrough tool with clear, observable indicators and common evidence descriptors to improve consistency across campuses.
- Pilot the revised tool with a representative group of district and campus leaders and collect feedback on clarity, usability, alignment, and the quality of data generated.
- Calibrate administrators on the revised tool through practice observations and comparison of evidence and ratings.
- Finalize and publish the updated walkthrough tool and accompanying guidance by the established district timeline.
- Provide districtwide training for administrators on expectations for implementation, documentation, feedback, and use of walkthrough data.
- Review implementation at mid-year and end-of-year using walkthrough data, T-TESS results, professional learning evidence, and staff retention/recruitment indicators to determine needed revisions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk-Through Form •T-TESS Recruitment & Retention Data Employee Exit & Stay Survey Data New Teacher Induction/Mentoring Program T-TESS Rubric & Appraisal Documents	•Implement the District Instructional Walk-through focus tool. •Collect and review data. New teacher induction and mentoring documentation, including participation and progress monitoring.	•Student engagement •Closing the achievement gaps. •Student centered classrooms. •Positive classroom environment. Documentation of classroom walkthroughs, formal observations, conferences, and timely feedback provided to staff. Documentation of coaching, mentoring, and targeted support provided to employees based on evaluation results.	•Review walk-through implementation focus tool mid-year and end of year. • T-TESS completion rates and appraisal results • GSPD goal attainment and documented employee growth • Walkthrough, observation, feedback, and coaching records • Professional development participation and impact data • Teacher and administrator retention rates • Employee turnover and vacancy rates • Recruitment and hiring data • New-teacher retention data • Employee climate, stay, and exit survey results • Year-over-year comparison of human capital data

Goal Area 3: Leadership Growth

Strategy 2: Refine as needed after implementation and use the Instructional Focus Walk-Through Form

Timeline: August 2026 – June 2027

Local Funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Action Steps:

- Implement the revised Instructional Focus Walk-Through Form districtwide and communicate non-negotiable expectations for frequency, evidence collection, and feedback.
- Collect implementation feedback from principals, campus leaders, and Executive Officers during the first grading periods to identify usability or alignment concerns.
- Review aggregated walkthrough data to determine whether the revised indicators are producing actionable information about student engagement, student-centered instruction, classroom environment, and achievement gaps.
- Conduct periodic calibration sessions to maintain consistent interpretation and application of the revised indicators across campuses.
- Use administrator feedback and implementation evidence to make targeted refinements to descriptors, guidance, or processes without disrupting districtwide consistency.
- Provide updated training or exemplars when revisions are made so all administrators understand and apply changes consistently.
- Conduct a formal mid-year review of the tool and implementation process and document any revisions needed for the spring semester.
- Complete an end-of-year evaluation of the tool's effectiveness and recommend revisions for the 2027–2028 school year.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Committee members - Agendas - Instructional Focus Walk-Through form •T-TESS Evaluation tool	•Development of revised Instructional Walk-through focus tool. Collect and review data.	•Student engagement •Closing the achievement gap. •Student centered classrooms. •Positive classroom environment.	•Review walk- through focus tool mid-year and end of year. - Revise document as needed

Goal Area 3: Leadership Growth

Annual Goal 3: District Leadership – Aspiring Principals, Aspiring Assistant Principals, & Aspiring Counselors

Develop 100% of aspiring principals, assistant principals and counselors that meet the district administrator criteria to strengthen the district leadership pool.

OBJECTIVE 1: Identify areas of professional development for aspiring leaders consisting of principals, assistant principals, & counselors

Strategy 1: Provide targeted leadership development training to 100% of the selected Aspiring Leaders Cohort, focusing on areas of need identified through participant feedback and leadership development data.

Timeline: September 2026 – June 2027

Persons Responsible: 2026-2027 District Leadership Committee Members

Action Steps:

- Apply established district criteria to identify and select Aspiring Leaders Cohort participants who demonstrate leadership potential and readiness for development.
- Administer a beginning-of-program needs assessment and analyze participant feedback, leadership data, and district priorities to identify the highest-priority development areas.
- Develop a professional learning calendar aligned to identified needs and the PSJA Leadership Values, including clear outcomes for each learning session.
- Provide targeted learning experiences using case studies, leadership simulations, data-analysis tasks, problem-solving scenarios, and application-based leadership projects.
- Assign district and/or campus mentors to support participants with reflection, feedback, goal setting, and application of learning in authentic leadership contexts.
- Require participants to complete leadership artifacts or performance tasks demonstrating application of learned skills and readiness for expanded responsibility.
- Collect session feedback and participant reflections throughout the program and use the findings to adjust upcoming learning experiences.
- Conduct formative reviews of participant progress using facilitator observations, performance tasks, simulations, mentor feedback, and leadership projects.
- At the conclusion of the cohort, evaluate participant growth and readiness and use results to inform selection or consideration for future leadership opportunities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Selection of Aspiring Leaders Cohort Participants based on established district criteria and demonstrated leadership potential. • Identification of Leadership Development Areas of Focus to guide targeted training and professional learning. • Collection and Analysis of Survey Feedback from prospective leaders to identify key areas of need and prioritize relevant leadership training topics. • Integration of PSJA Leadership Values throughout the Aspiring Leaders Cohort training to strengthen participants' understanding and application of district leadership expectations.	• 2026-2027 District Committee Staff • Survey data analysis and summary reports identifying the key leadership training focus areas. • Professional learning calendar, agendas, and training materials aligned to identified areas of need and the PSJA Leadership Values. • Leadership development activities and artifacts, such as case studies, simulations, action plans, reflections, and leadership projects completed by cohort members.	• Strong District Pool of Aspiring Assistant Principals • Increased number of cohort participants selected or promoted into leadership positions • Campus Academic Success aligned to the Aspiring Assistant Principals Project • Successful completion of leadership projects, simulations, or performance-based tasks demonstrating application of learned leadership skills. • Positive participant feedback demonstrates increased confidence and preparedness to assume assistant principal and other leadership responsibilities.	• Aspiring Principals Surveys • Focus Area Presentations • Selection of Cohort Members for leadership Positions • Aspiring Leaders Cohort participants will be formatively evaluated throughout the program using session feedback surveys, participant reflections, leadership simulations, performance-based activities, and facilitator observations.

Goal Area 3: Leadership Growth

Annual Goal 4: District Leadership – Aspiring Assistant Principals

100% of Year 2 Aspiring Leaders Cohort members will participate in job-embedded leadership development opportunities to strengthen their instructional leadership skills and readiness for campus leadership roles.

Objective 1: Identify and prioritize professional development needs for aspiring assistant principals to strengthen their leadership capacity and readiness for future principal positions.

Strategy 2: Provide job-embedded training to strengthen instructional leadership skills for **Year 2 Aspiring Assistant Principals**.

Timeline: October 2026 – June 2027

Persons Responsible: District Selected Committee Members, Principals, Directors, & Year 2 Aspiring Assistant Principal Cohort

Action Steps:

- Review Year 1 cohort data, participant reflections, mentor feedback, and district needs to identify priority competencies for Year 2 development.
- Develop an individualized or cohort-based job-embedded learning plan aligned to principal readiness, instructional leadership, data analysis, accountability, and district leadership expectations.
- Pair each Year 2 Aspiring Assistant Principal with a principal and/or district mentor who will provide ongoing coaching, observation opportunities, and performance feedback.
- Schedule campus leadership walks in which participants observe instructional leadership practices, analyze walkthrough evidence, and practice providing specific, actionable feedback.
- Engage participants in authentic data-analysis tasks using district and campus performance reports to identify trends, determine root causes, and recommend instructional leadership actions.
- Provide structured opportunities for participants to facilitate CLC/PLC meetings, lead portions of campus improvement work, or complete other supervised leadership responsibilities.
- Require participants to maintain evidence of learning and application, including agendas, reflections, data analyses, walkthrough documentation, and leadership products.
- Conduct periodic mentor/participant progress reviews against identified leadership competencies and adjust coaching, mentoring, and professional learning based on evidence.
- Use participant surveys, training evaluations, mentor feedback, performance-based tasks, and facilitator observations to evaluate growth and readiness for future principal roles.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Data Handbook and Campus Data Reports – Resources to develop skills in analyzing student performance, identifying instructional trends, and determining appropriate leadership actions. • Texas A–F Accountability Manual and Resources – Guidance to strengthen understanding and application of state accountability domains, indicators, and campus performance measures. • District Collaborative Learning Community Handbook and Protocols – Resources to strengthen the facilitation and monitoring of Collaborative Learning Communities (CLCs) focused on curriculum, instruction, data analysis, and student outcomes. • PSJA Leadership Values – District leadership expectations to guide decision-making, communication, collaboration, and professional leadership practices. • District-Based Leadership Mentors – District leaders who provide coaching, feedback, modeling, and opportunities for aspiring assistant principals to apply leadership skills in authentic settings.	• Campus Leadership Walks Agenda and Documents • Training Resources for Participants • District Mentor • Year 2 Aspiring Leaders Cohort roster and participation records • Job-embedded leadership development calendar, agendas, and training materials • Documentation of instructional walkthroughs conducted alongside campus and district leaders	• District Aspiring Principals Pool • Selection of Aspiring Principals into Principal Role • Improved ability to provide teachers with specific, actionable feedback. • Increased ability to analyze student and campus data and develop appropriate instructional action steps. • Positive principal/mentor feedback demonstrating participants’ growth in leadership skills and decision-making.	• Participant Surveys • Evaluations of Trainings • Year 2 Aspiring Leaders Cohort members will be monitored throughout the year through job-embedded leadership activities, instructional walkthroughs, data-analysis tasks, CLC/PLC facilitation, participant reflections, and principal/mentor feedback. District leaders will periodically review participants’ progress toward identified leadership competencies to determine areas of strength and growth and adjust coaching, mentoring, and professional learning opportunities accordingly.

AREA LEADS: Dr. Virna Bazan and Dr. Yolanda Gómez



Goal Area 4: Family and Community Empowerment Summary

Areas Reviewed:

Strengths

- Increased rate of participation at campus events, meetings, and District Parent Literacy Centers.
- Parent and student resources, materials and communications are provided in both English and Spanish.
- The district social media sites, emails, telephone text/calls inform parents of district events.
- Parent educators' professional development is based on local, state and national standards for parental involvement.
- Post secondary education opportunities for parents through partnership with STC at PSJA Ballew Learning Center (industry certification in Phlebotomy, welding, HVAC, CDL, and Forklift Certifications).
- Literacy, computer literacy, entrepreneurship, citizenship, and security guard certification classes are available for parents.
- Administrators communicate expectations, apply restorative practices, and discipline protocols consistently throughout the district, resulting in a steady decrease in disciplinary referrals.
- The district staff is trained in creating a safe school culture and climate which includes a strong focus on customer service known as our *CARE Standards*.
- District offers a comprehensive and effective PreK- 12 Counseling and Guidance Curriculum that supports our students with academic and Social Emotional Development.
- The Counseling and Guidance Department offers structured timelines for the entire district.
- Middle School and High School campuses have embedded an Advisory Period within the school day to provide topics that are related to students' academic and social emotional needs.
- Safety Measures are taken at all campuses that ensure the safety of all the students and staff.
- District Police officers and security officers are stationed at all middle and high school campuses; while guardians are stationed at all elementary schools.
- Safety and Active Shooter Training are conducted by the district Police force and/or campus administration for all teachers and staff.
- District has LPCs, LSSPs, and LCDC to support students and staff experiencing trauma, anxiety, depression, death, substance abuse, etc.
- Guidance and Counseling department provides speakers for students on SEL as requested by campus.
- Attendance initiatives at all schools.
- Countdown to Zero at the start of the school year to get students back on track.
- Enrichment Days opportunities for all students at all campuses

Challenges

- Allocate funding for Teacher/Staff Professional Development on Social Emotional Learning and Restorative Practices
- Give teachers an opportunity to be trained in identifying emotional needs of students.
- Ensure consistent campus administrative involvement and shared responsibility for their implementation.

Goal Area 4: Family and Community Empowerment Summary

Annual Goal 1: Student Attendance

By June 2027, district student attendance will increase from 95% to 97%.

OBJECTIVE 1: By June 2027, 90% of parents will be informed about attendance state laws, district guidelines, and district goals.

Strategy 1: Campuses will conduct meetings to share information on attendance state laws and district guidelines and goals.

Timeline: August 2026 – June 2027

Title I School Components: Title I-#2, #4

Persons Responsible: Campus Principal, Attendance Committee, Teachers, Parent Educators, Community Liaisons, and Staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEA Student Attendance Handbook •District Attendance Handbook • Attendance Letters and Flyers • TDPS App •Student Services Dept. •Attendance Committees •Community Engagement Dept. •PSJA Technology •Incentives	•Meeting Minutes •Agendas, Power Points, and Emails •Attendance Notices •Automated Cellphone Calls and Text Messages •Sign-in Sheets and Invite for Meeting	•Parent Awareness •Student Improved Attendance •Student School Engagement	•Attendance Reports •Attendance TSDS submission •District and Campus Attendance Goals Met •Academic Performance Data •Student Attendance Records •Increase Parent Involvement

Strategy 2: Campus leaders, teachers, and staff will increase family communication efforts with a stronger focus on attendance.

Timeline: August 2026 – June 2027

Title I School Components: Title I-#2, #4

Persons Responsible: Campus Principal, Attendance Committee, Teachers, Community Liaisons, and Staff

Action Steps:

- Create attendance committees, with the majority of members consisting of teachers.
- Campus administrators will assign students per teacher to verify contact information and submitted to campus clerk to update information.
- Teachers and staff will make contact after students are out for two consecutive days.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District attendance handbook • Attendance letters and flyers • TDPS app • Student Services Department • Attendance Committees • Community Engagement Dept. • PSJA Technology • Incentives by campus	• Conference Meetings/Calls with parents • Email(s) • Attendance notices • Teacher and attendance committee phone calls • Contact verification system (verify numbers on file during registration before the application is allowed to continue)	• Student improved attendance • Student school engagement • Teacher contact logs • Attendance committee contact logs • Improved Student Outcomes	• Attendance Reports • Attendance TSDS submission • District and Campus attendance goals met • Student Attendance records

Goal Area 4: Family and Community Empowerment Summary**Annual Goal 2: Culture and Climate – Staff and Student**

By June 2027, the district will increase its positive culture and climate rating from 77% to 82%, as measured by teachers and students' perception data related to SEL.

OBJECTIVE 1: By June 2027, we commit to strengthening district-wide SEL practices that promote supportive learning environments, positive relationships, emotional well-being, and a sense of belonging for students and staff.

Strategy 1: Targeted SEL support: Use referral data to implement targeted SEL interventions and campus supports.

Timeline: August 2026 – June 2027

Title I School Components: Title I: #2, #9, #10

Persons Responsible: Campus Leadership, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Region One and State Conference Training and materials •Research Based Best Practices •District PreK-12 Counseling and Guidance Curriculum •Structured and intentional timelines - Feedback surveys	•Attendance Reports •Walk through/observation reports •Timelines •PowerPoint presentations •Student guidance lessons •Completed Student/Teacher/Non-Instructional Staff Climate/Culture Survey	•Culture and Climate Yearly Survey •Increase in student participation •Increase in student achievement	•District's Internal SEL Surveys and Needs Assessment •SEL Skills Universal Screener •Participation •Performance •District SEL Learning Walks

Goal Area 4: Family and Community Empowerment Summary

Strategy 2: Staff Capacity: Provide SEL training and resources to strengthen positive relationships, student engagement, and school climate.

Timeline: August 2026 - June 2027

Title I School Components: Title I: #2, #9, #10

Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Teacher Training and Materials •Research Based Best Practices •Structured and intentional Timelines •Survey Feedback •CASEL EQ emotional learning •Counselors Cafe for Teachers	•Walk Through/Observation Reports •Sing-in Sheets from Counselors Cafe •ERO Staff Registration Report •All school employees will understand the SEL components and the importance of its implementation •Completed Student/Teacher/Non-Instructional Staff Climate/Culture Survey	•SEL Skills Screener •Increase in student classroom participation •Increase in Student Achievement	•District's Internal SEL Climate Survey •Participation and Performance •District's Internal SEL Skills Screener

Strategy 3: Students: Students will be provided guidance lessons that build SEL

Timeline: August 2026 - June 2027

Title I School Components: Title I: #4, #10

Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lessons on SEL interventions •Curriculum timeline •Tools and resources to monitor its effectiveness •Kindness Week/Month—February and May •District Pre-K Guidance and Counseling Curriculum • Completed Student/Teacher/Non-Instructional Staff Climate/Culture Survey to create lessons •Provide Counselor Cafe for Parents/Family	•Walk through/observation reports •Teachers Following the Student Guidance Lessons Timeline •Completed Student/ Teacher/Non-Instructional Staff Climate/Culture Survey •Attendance Report •Community Engagement Documentation	•Increase in student participation and performance •District SEL Data	•Side by side data analysis (District's Internal survey results)

Goal Area 4: Family and Community Empowerment Summary

Annual Goal 4: School Safety

By June 2027, the students' perception for their physical and psychological school safety will improve from 71% to 81%

OBJECTIVE 1: By June 2027, 100% of the district will implement safety and violence prevention protocols that will increase school safety.

Strategy 1: Provide staff development for campus administrators and staff on safety protocols (violence, dating violence, etc.) to increase school safety.

Timeline: August 2026 – June 2027

Title I School Components: Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Persons Responsible: District Leadership, Director of Health Services, Director of Security, Police Officers, and Guidance and Counseling Director

Police Officer Responsibilities: <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=640&code=CKE#localTabContent>

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training equipment • Power Point Presentations • Security cameras • Campus School Safety Training • Texas Commission on Law Enforcement (TCOLE) • Halo Devices • Evolv Weapons Detection System • Shatter Resistance Films (All entry way to buildings and exterior windows) • Police and/or Guardian at each campus • PSJA ISD Police Department	• Agendas • Sign-in sheets • Daily Security/Safety audit reports • Weekly Campus Exterior Door Sweep Forms • School lockdown documentation • Safety Audit Tools • Completed Campus Drills App • Completed Safe and Supportive School Program (SSSP) Reporting Surveys • Night-Lock Training • Instructor Evaluations	• No active threat situations • Improved security/safety audits • Improve student attendance • Texas School Safety Center (TSSC) "No Findings" on Campus Intruder Detection Audit Form	• Daily security/safety audits

Goal Area 4: Family and Community Empowerment Summary

Strategy 2: Provide age-appropriate presentations to students on safety procedures and protocols to improve their perception on school safety.

Timeline: August 2026 - June 2027

Title I School Components: Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Persons Responsible: Director of Student Services, Chief of Police, Police Officers, and Guidance and Counseling Director

Police Officer Responsibilities: <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=640&code=CKE#localTabContent>

Action Steps:

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training materials •Power Point Presentations •Notify App •Student Surveys •Lesson plans for teachers •Video PSAS	• Agendas •Sign-in sheets •PEIMS Discipline Data •Student Survey Data	•Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) •Students' perception of school safety has improved	•BOY and EOY District Internal Survey Results •Six Weeks Behavior Intervention Reports

Goal Area 4: Family and Community Empowerment Summary**Annual Goal 5: Family Engagement**

By June 2027, By June 2027, strengthen family-school relationships and parent capacity through meaningful engagement, training, and literacy opportunities, increasing family engagement from 71% to 81%.

OBJECTIVE 1: By June 2027, 75% of parents will participate in informational, training, or family engagement opportunities.

Strategy 1: Parent Capacity Building and Partnerships: Provide parent training and informational sessions on varied topics through Parent Educators, campus leaders and staff, district departments, and community partners. Offer flexible days, times, and formats based on family needs.

Timeline: August 2026- June 2027

Title I School Components: Title I: #2, #4

Persons Responsible: Campus Principal; Community Engagement Administrator; Parent Educators; District Departments; Community Partners

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Parent Educators, campus leaders, and district staff • STC, Region One and community partners • Training supplies and materials; technology devices • Copier leases, paper, toner and printing • Allowable incentives and communication platforms	• Invitations, agendas, sign-in sheets and minutes • Training calendars and presentations • Monthly campus Title I documentation • Partnership and outreach records	• Parent participation and attendance trends • Parent surveys and feedback • Increased parent knowledge reported on evaluations	• Monthly review of submitted Title I documents • Monthly participation reports • Survey results and progress toward 75% objective

Goal Area 4: Family and Community Empowerment Summary

Strategy 2: Authentic Relationships and Family Literacy: Strengthen two-way family-school communication and provide family literacy opportunities through campus activities, adult learning centers, and community partnerships. Use parent feedback to guide activities.

Timeline: September 2026 - June 2027

Title I School Components: Title I-#2, #4

Persons Responsible: Campus Principal; Community Engagement Administrator; Parent Educators; Adult Literacy Coordinator; Campus Staff; Community Partners

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Parent Educators and adult learning centers • Literacy partners, libraries, STC and Region One • Literacy supplies, books and materials; technology devices • Copier leases, paper, toner and printing • Allowable incentives and outreach materials	• Invitations, agendas, sign-in sheets and minutes • Family literacy calendars and activity records • Monthly campus Title I documentation • Parent feedback and partnership records	• Family engagement and literacy participation trends • Parent surveys on school connectedness • Adult literacy enrollment and participation	• Monthly review of submitted Title I documents • Monthly participation and literacy reports • Parent feedback and progress toward annual goal

Professional Development

PSJA ISD – Professional Development Office

Leadership Residency: Monday- June 15, 2026

New Teacher Institute: Monday-Thursday, August 10-13, 2026. All New Teachers

Virtual Technology Conference: Friday, August 14, 2026. All Instructional District Staff

Best Elementary Practices Conference: Wednesday, August 19, 2026: Elementary professional staff, inst. aides, librarians

Middle School Best Practices Conference: Wednesday, August 19, 2026: Middle School professional staff, inst. aides, librarians

High School Best Practices Conference: Wednesday, August 19, 2026: High School professional staff, inst. aides, librarians

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

PSJA ISD | PROFESSIONAL DEVELOPMENT AT A GLANCE | 2026–2027

ELEMENTARY						
DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Monday, August 17, 2026	Math RBIS & Product Training (LIFT Grant)	Kinder – 5 th Grade Teachers, CLLs & Campus Leaders	Instruction Partners	Elementary Campuses	Click for Details	8:00 – 4:00
Tuesday, August 18, 2026	District Convocation	All District Staff	Dr. Elias, District Superintendent & Staff	Bert Ogden Arena Edinburg, TX		8:00 – 11:30
	Campus-Based: Analysis of data documents, campus goals and initiatives	All Campus Staff	Principal/ Leadership Team	Campus	TBD	1:00 – 4:00
	Supporting Student Success in ECSE Classrooms	ECSE Teachers & Paras	Region One	Napper: Sam Houston	411979	1:00 – 4:00
Wednesday, August 19, 2026	Elementary School Best Practices Conference	Elementary School Staff	Content Coordinators/ Specialists, Curriculum Writers, and District Staff	PSJA Southwest Early College High School		8:00 – 4:00
	PE Workshops	Elem. PE Teachers & Paras	Athletic Department	PSJA High Feeder Pattern: Austin MS Gym	414639	8:00 – 4:00
	PE Workshops	Elem. PE Teachers & Paras	Athletic Department	PSJA Memorial Feeder Pattern: Memorial HS Gym	425121	8:00 – 4:00
	PE Workshops	Elem. PE Teachers & Paras	Athletic Department	PSJA North Feeder Pattern: North HS Gym	425114	8:00 – 4:00
	PE Workshops	Elem. PE Teachers & Paras	Athletic Department	PSJA SW Feeder Pattern: Kennedy MS Gym	425131	8:00 – 4:00
	Fine Arts	Elem. Fine Arts Teachers	Fine Arts Department	Palmer Elementary Music Room	424811	8:00 – 4:00
Thursday, August 20, 2026	Curriculum Rollout Sessions: RLA/ Science & SS	Elementary Teachers	Elementary School Coordinators & Specialist	Elementary Campuses	Click for Details	8:00 – 12:00
	Curriculum Rollout Sessions: RLA/ Science & SS	Elementary Teachers	Elementary School Coordinators & Specialist	Elementary Campuses	Click for Details	1:00 – 4:00
	PSJA Counselors	District-wide Counselors	Gina R. Saenz, Director	Dr. Daniel P. King College & University Center – Building U	425075	8:00 – 12:00
Thursday, August 20, 2026	Unique Learning System & Make and Take	Life Skills Teachers	Katherine Baumgardner-Everway	Napper: Sam Houston (AM) Eldora (PM)	411976 425100	8:30 – 3:30

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

ELEMENTARY						
DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
	SHARS	Life Skills Paras: Palmer, Ford, Escobar, Longoria	Christian Restrepo	Napper: Room 40	423160	8:30 – 9:30
	SHARS	Life Skills Paras: Ramirez, Kelly-Pharr, Chavez, Dr. Long, Garcia, Anaya, Arnold, BBA Sotomayor, Palacios	Christian Restrepo	Napper: Room 40	423161	9:45 – 10:45
	SHARS	Life Skills Paras: San Juan	Christian Restrepo	Napper: Room 40	423164	10:50 – 11:50
Friday August 21, 2026	Workday	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Monday September 7, 2026	ELPS Training	Elementary Teachers	Principals & Assistant Principals	Campus	TBD	8:00 – 4:00
Monday, October 12, 2026	i-Ready BOY Data Analysis	1-5 Grade Teachers	Content Coordinators/ Specialists	TBD	TBD	Group 1: 8:00 – 10:00 Group 2: 10:15 – 12:15 Group 3: 1:30 – 3:30
	RLA & Science PD	1 – 5 Grade Teachers	Content Coordinators/ Specialists	TBD	TBD	Group 2: 8:00 – 10:00 Group 3: 10:15 – 12:15 Group 1: 1:30 – 3:30

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

PSJA ISD | PROFESSIONAL DEVELOPMENT AT A GLANCE | 2026–2027

MIDDLE SCHOOL						
DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Monday, August 17, 2026	Campus-Based	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Tuesday, August 18, 2026	District Convocation	All District Staff	Dr. Elias, District Superintendent & Staff	Bert Ogden Arena Edinburg, TX		8:00 – 11:30
	Campus-Based	All Campus Staff	Principal/ Leadership Team	Campus	TBD	1:00 – 4:00
Wednesday, August 19, 2026	Middle School Best Practices Conference	Middle School Staff	Content Coordinators/ Specialists, Curriculum Writers, and District Staff	J. Escalante Middle School		8:00 – 4:00
Thursday, August 20, 2026	Campus-Based: Analysis of data documents, campus goals and initiatives	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 12:00
	Math RBIS Refinement	Middle School Math Teachers & Inclusion Teachers	Mary Mariscal, Cynthia Santa Ana, and LIFT Partners	Napper Ridge Room	423956	8:00 – 4:00
	Curriculum Rollout Sessions	Middle School RLA, Science, & SS Teachers	Middle School Coordinators and Specialists	Virtual via TEAMS	TBD	1:00 – 4:00
	CTE	Middle School CTE Teachers including CTE Core Teachers	Adriana Garcia, Director	TBD	425077	8:00 – 4:00
	PSJA Counselors	District-wide Counselors	Gina R. Saenz, Director	Dr. Daniel P. King College & University Center – Building U	425075	8:00 – 12:00
Friday August 21, 2026	Workday					
Monday September 7, 2026	ELPS	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Monday, October 12, 2026	Designing for Impact: Middle School Curriculum Institute	Middle School Content Teachers	Content Coordinators/ Specialists	TBD	TBD	Group 1 - 8:00 – 11:30 Group 2 - 12:30 – 4:00

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

PSJA ISD | PROFESSIONAL DEVELOPMENT AT A GLANCE | 2026–2027

HIGH SCHOOL						
DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Monday, August 17, 2026	Campus-Based: Data Analysis, Refinement of Goals, Strategies & actions	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Tuesday, August 18, 2026	District Convocation	All District Staff	Dr. Elias, District Superintendent & Staff	Bert Ogden Arena Edinburg, TX		8:00 – 11:30
	Campus-Based: Curriculum Development & Rollouts	All Campus Staff	Principal/ Leadership Team	Campus	TBD	1:00 – 4:00
Wednesday, August 19, 2026	High School Best Practices Conference	High School Administrators, Teachers & Support Staff, District Staff	Content Coordinators/ Specialists, Curriculum Writers, and District Staff	PSJA ECHS	375090	8:00 – 4:00
	Physical Education- PSJA ECHS Feeder Pattern	High School Physical Education Teachers	Orlando Garcia & High School Coaches	Austin Middle School Gym	414639	8:00 – 4:00
	Physical Education- PSJA ECHS Feeder Pattern	High School Physical Education Teachers	Orlando Garcia & High School Coaches	PSJA North ECHS Gym	425114	8:00 – 4:00
	Physical Education – PSJA Memorial Feeder Pattern	High School Physical Education Teachers	Orlando Garcia & High School Coaches	PSJA Memorial ECHS Gym	425121	8:00 – 4:00
	PSJA Southwest ECHS Feeder Pattern	High School Physical Education Teachers	Orlando Garcia & High School Coaches	PSJA Kennedy MS Gym	425131	8:00 – 4:00
	Fine Arts Secondary Best Practices	Secondary Fine Arts Teachers	Jon Taylor, Fine Arts Director	PSJA North ECHS	424812	8:00 – 4:00
Thursday, August 20, 2026	Campus-Based: Data Analysis, Refinement of Goals, Strategies, & Actions	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 12:00
	CTE	CTE Teachers including CTE Core Teachers	Adriana Garcia, Director	TBD	425077	8:00 – 4:00
	Empowering Teachers for Elevating Student Success ACT/SAT Curriculum Rollouts	Identified High School Mathematics Teachers	Debbie Dawang, Mathematics Coordinators & Curriculum Writers	Central Office Rm. 292	425156	1:00 – 4:00
	College Transition Professional Development	College transition Specialists, Financial Aid Officers, Gear Up Counselors, Advise TX	Carlos Garcia, Director	Dr. Daniel P. King College & University Center – Building J	425111	1:00 – 4:00

PSJA ISD | PROFESSIONAL DEVELOPMENT AT A GLANCE | 2026–2027

HIGH SCHOOL						
DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
	PSJA Counselors	District-wide Counselors	Gina R. Saenz, Director	Dr. Daniel P. King College & University Center – Building U	425075	8:00 – 12:00
Friday August 21, 2026	Workday					
Monday September 7, 2026	Math RBIS	Middle School Math Teachers, Inclusion Teachers, and Math Administrators	Mary Mariscal, Cynthia Santa Ana, RBIS Trainers	Napper Ridge Room	419723	8:00 – 4:00
	Curriculum Focus Sessions	Middle School RLA, Science, & SS Teachers	Middle School Coordinators and Specialists	TBD	TBD	Group 1 - 8:00 – 11:30 Group 2 - 12:30 – 4:00
Monday, October 12, 2026	Designing for Impact: Middle School Curriculum Institute	Middle School Content Teachers	Content Coordinators/ Specialists	TBD	TBD	Group 1 - 8:00 – 11:30 Group 2 - 12:30 – 4:00

PSJA ISD | SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT | 2026–2027

DATE	WORKSHOP #	CHECK-IN CODE	TIME	LOCATION	SESSION	DESCRIPTION OF SESSION	PRESENTER	AUDIENCE
Tuesday August 18, 2026	PSJA #411979 Region One #419523	Region One	1:00–4:00 PM	Napper Library	Supporting Student Success in ECSE Classrooms – Special Education	Supporting Student Success in ECSE Classrooms – Special Education	Region One	ECSE Teachers & Paras, OT, PT, VI, Speech Assistants, Homebound, Social Workers, AdPE, OM
Tuesday August 18, 2026	423141	Transition	1:30–4:30 PM	Napper Cafeteria	Transition	SuccessEd transition SPPI 13	Maritza G. & JoSel C.	High School Inclusion Teachers
Thursday August 20, 2026	411976	Unique	8:30–11:30 AM	Napper Library	Unique Learning System	Curriculum through Unique Learning System	Katherine Baumgardner-Everway	Life Skills Teachers – Elementary
Thursday August 20, 2026	423158	Unique	12:30–3:30 PM	Napper Building C Room 44	Unique Learning System	Curriculum through Unique Learning System	Katherine Baumgardner-Everway	Life Skills Teachers – Secondary
Thursday August 20, 2026	423176	SHARS7	8:30–9:30 AM	Napper Cafeteria	SHARS	Overview of the School Health and Related Services	Christian Restrepo	Life Skills Secondary Teachers 43
Thursday August 20, 2026	411993	Make & Take	9:30–11:30 AM	Napper Cafeteria	Make and Take – Life Skills	Create hands-on tools and resources	Maritza G. & JoSel C.	Life Skills Teachers – Secondary
Thursday August 20, 2026	425100	Make & Take	12:30–3:30 PM	Napper Cafeteria	Make and Take – Life Skills	Create hands-on tools and resources	Maritza G. & JoSel C.	Life Skills Teachers – Elementary
Thursday August 20, 2026	423161	SHARS4	9:45–10:45 AM	Napper Building C Room 40	SHARS	Overview of the School Health and Related Services	Christian Restrepo	Life Skills Paras – Ramirez, Kelly-Pharr, Chavez, Dr. Long, Garcia, Anaya, Arnold, BBA Sotomayor, Palacios, LBJ, Liberty & PSJA North

PSJA ISD | SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT | 2026–2027

DATE	WORKSHOP #	CHECK-IN CODE	TIME	LOCATION	SESSION	DESCRIPTION OF SESSION	PRESENTER	AUDIENCE
Thursday August 20, 2026	423164	SHARS5	10:50–11:50 AM	Napper Building C Room 40	SHARS	Overview of the School Health and Related Services	Christian Restrepo	Life Skills Paras – Doedyns, Sorensen, Garza-Pena, Carman, Cantu, Reed & Mock, Clover, Austin, PYMS & PSJA ECHS
Thursday August 20, 2026	423166	SHARS6	1:00–2:00 PM	Napper Building C Room 40	SHARS	Overview of the School Health and Related Services	Christian Restrepo	Life Skills Paras – Farias, Livas, Guerra, Trevino, Garza, McKeever, Vela, Murphy & PSJA Memorial
Thursday August 20, 2026	423160	SHARS3	2:15–3:15 PM	Napper Building C Room 40	SHARS	Overview of the School Health and Related Services	Christian Restrepo	Life Skills Paras – Palmer, Ford, Escobar, Longoria, Escalante, Kennedy, PSJA Southwest & Collegiate Academy
Thursday August 20, 2026	423179	SHARS8	3:30–4:30 PM	Napper Building C Room 40	SHARS	Overview of the School Health and Related Services	Christian Restrepo	Life Skills Elementary Teachers 26

 Elementary Dual Language Workshops 2026-2027 Updated on 08/19/26			
Dual Language Updates Audience: ALL Dual Language teachers of record. Stipend Required Training		State Policy Audience: New DL teachers and DL SPED teachers to the program. Stipend Required Training	
Note: You must attend the workshop that corresponds to the grade level you teach. Please contact the DL department if you have any questions or concerns.		Note: Attend ONLY ONE of the following State Policy trainings	
Workshop	Date	Workshop	Date
PK3 & PK4 DL Update Workshop# 424559 @ Sam Houston Room (Napper Lib.)	09/05	State Policy (All Levels) Workshop# 421171 @ Sam Houston Conference Room	9/19
PK3 & PK4 DL Update Workshop# 424562 @ Sam Houston Room (Napper Lib.)	09/12	State Policy (All Levels) Workshop# 421175 @ Sam Houston Conference Room	11/14
1st Grade DL Update Workshop# 424493 @ Sam Houston Room (Napper Lib.)	10/03	State Policy (All Levels) Workshop# 421178 @ Sam Houston Conference Room	02/20
4th Grade DL Update Workshop# 424570 @ Ridge Conference Room (Gym)	10/03	State Policy (All Levels) Workshop# 421180 @ Sam Houston Conference Room	04/03
2nd Grade DL Update Workshop# 424587 @ Sam Houston Room (Napper Lib.)	10/17	Elementary DL Administrator Audience: LPAC Amin/TELPAS CTC	
5th Grade DL Update Workshop# 424565 @ Ridge Conference Room (Gym)	10/17		
Kinder Grade DL Update Workshop# 382263 @ Sam Houston Room (Gym)	10/31		
3rd Grade DL Update Workshop# 424498 @ Ridge Conference Room (Gym)	10/31	BOY LPAC Workshop# 425141 @ Ridge Conference Room (Gym)	9/04
SPED Dual Language Update Audience: SPED DL Teachers of Record: Life Skills, Unit Teachers Stipend Required Training 1-Day Training		preLAS Training (Trainer of Trainers Workshop) Workshop# 425139 @ Ridge Conference Room (Gym)	9/08
		LAS Links Training (Trainer of Trainers Workshop) Workshop# 425138 @ Ridge Conference Room (Gym)	9/08
		Parent LPAC Meeting 9:00 A.M.-11:00 AM @ Sam Houston Conference Room	9/02
SPED DL Update Elementary Unit Teachers Workshop#	TBD	BOY TELPAS CTC Meeting Workshop# 424563 @ Sam Houston Conference Room	9/24
SPED DL Update Middle & High School Unit Teachers Workshop#	TBD	MOY TELPAS CTC Meeting Workshop#	TBD
		MOY LPAC Workshop#	TBD
Location Legend Sam Houston Conference Room, Building A (Napper Library) Ridge Conference Room, Building B (Napper Gym) El Dora Conference Room, Building C (Napper Cafeteria)		EOY TELPAS CTC Meeting Workshop#	TBD
		EOY LPAC Workshop #	TBD

Title I Part C

Migrant Education Program

Priority for Service Action Plan

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
1	108-909		Ruben Garcia, Jr.
District Name:		School Year	Date: 6/24/2026
Pharr-San Juan-Alamo ISD		2026-2027	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	
Date	8.05.26	Date Review Complete	August 5, 2026

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
1	108-909	Pharr-San Juan-Alamo ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
To implement the required strategies of the Priority for Services (PFS) Action Plan to advance the academic growth of students as determined by the Priority for Service criteria.	- The progress of the students will be monitored by the MEP staff in coordination with teachers and administrators who provide direct instructional services to PFS students at their campuses. Progress will be monitored using the PFS Student Progress Review document and district Contact Log. - The services and/or resources provided to the PFS students will be aligned with the identified academic needs of the students to meet the requirements of the curricula implemented in the state of Texas. - The progress and determined needs of the PFS will be disseminated to the appropriate personnel identified in the Action Plan to support academic success.

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
1	108-909	Pharr-San Juan-Alamo ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
• Monthly , run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	15 th of every month	TX-NGS data entry clerks and/or program strategist & MEP Director	PFS monthly district and campus reports without identifiable information
• Before the first day of school , develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before August 24, 2026	MEP Director	Completed District PFS Action Plan
Additional Activities			
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School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
1	108-909	Pharr-San Juan-Alamo ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
• During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Sept. 2026-June 2027	MEP Director, staff and designated campus administrator(s)	Agenda, sign-in sheets (when applicable), emails, campus PFS reports and training
• During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Sept. 2026-June 2027	MEP Director, staff and designated campus administrator(s)	Phone Logs, Parent Notification Letters, Meeting Documents (Agenda, PPT, Sign-In) when applicable
• During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Sept. 2026-May 2027	MEP Director, staff and designated campus administrator(s)	Agenda, PPT, parent meeting sign-in sheet(s) when applicable, brochures, PFS criteria flyer, contact logs, individualized PFS student report to the students' parent(s)
Additional Activities			
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School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
1	108-909	Pharr-San Juan-Alamo ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
• The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	Sept. 2026-May 2027	MEP Director, Staff and campus administrator(s)/counselors/teachers	Phone Logs, Parent Letters, PFS Student Progress Reviews
• The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Sept. 2026-May 2027	MEP Director, Staff and campus administrator(s)/counselors/teachers	E-Mails, Phone Logs, Parent Letters, PFS Student Progress, IEPs (when applicable)
• The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Sept. 2026-May 2027	MEP Director & Staff	NGS reports, Credit Recovery options, Email, Phone Logs and PFS Student Progress
Additional Activities			
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2026-2027 PSJA ISD ID&R PLAN

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 22
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 22
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 22
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	Staff: Designated SEA Reviewers TX-NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEAVESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Other</u>		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		