



Campus Improvement Plan

Thomas Jefferson T-STEM ECHS

2026 - 2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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Rebecca Gonzalez, Assistant Superintendent for Finance
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Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Vision

At Thomas Jefferson T-STEM ECHS, we envision a dynamic learning community where every member discovers their purpose for creating a better future and a better world for all.

Mission

As stakeholders of PSJA Thomas Jefferson T-STEM ECHS, our mission is to cultivate our student scholars to become responsible global citizens, innovative leaders, and creative problem-solvers of tomorrow, while preparing them to become college and career ready through the completion of college coursework or earning a postsecondary degree by high school graduation.



Campus Executive Summary

Demographics:

Thomas Jefferson T-STEM ECHS serves students from Pharr, San Juan, Alamo, Texas who come from similar backgrounds and way of life.

The student body at Thomas Jefferson ECHS is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	491	247	244	42	263	16	472	61	236
Percent		50.31%	49.69%	8.55%	53.56%	3.26%	96.13%	12.42%	48.07%

With the district's proximity to Mexico, 53.56% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Thomas Jefferson T-STEM ECHS has been rated a "A" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 97. In Domain II, School Progress 97, Academic Growth (87) and Relative Performance (97) with an Eco Dis at a 95.8%. And last, Domain III, Closing the Gaps, PSJA Thomas Jefferson TSTEM ECHS scored an 100.

The overall 2026 Accountability Rating for PSJA Thomas Jefferson TSTEM ECHS was a score of 98. In grades 9-12 all tested STAAR subjects, 585 test were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

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

Summary of Goals:

Campus Performance Objectives Council

Focus Area 1: Effective Teaching & Learning	
Name	Role
Dr. Sandra Garza	Principal
Yvonne Chamblin	Teacher
Claudia Garza	Teacher
Marcus Galaviz	Teacher
Ana Villarreal	Counselor
Idalia Salinas	Counselor
Vasthi Rodriguez	Teacher
Efrain Mungia	Teacher
Gerardo Herrera	Teacher
Focus Area 2: Student Supports	
Name	Role
Dr. Sandra Garza	Principal
Luzmarely Villarreal	Teacher
Valerie Salinas	Teacher
Ana Villarreal	Counselor
Idalia Salinas	Counselor
Claudia Perez	Teacher
Adalberto Carrillo	Nurse
Norma Belmarez	Laison

Focus Area 3: Leadership Growth	
Name	Role
Dr. Sandra Garza	Principal
Dr. Monica Garza	Asst. Prin
Katia Garza	Asst. Prin
Veronica Flores	Asst. Prin
Vasthi Rodriguez	Teacher
Claudia Perez	Teacher
Efrain Mungia	Teacher
Gerardo Herrera	Teacher
Leslie Martinez	Teacher
Focus Area 4: Family & Community Empowerment	
Name	Role
Dr. Sandra Garza	Principal
Norma Belmarez	Laison
Adalberto Carrillo	Nurse
Ana Villarreal	Counselor
Idalia Salinas	Counselor
Lyana Nicole De Leon	Financial
Vasthi Rodriguez	Teacher
Gerardo Herrera	Teacher
Claudia Perez	Teacher

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2025 Kindergarten Readiness
9. Discipline Referrals
10. PEIMS Demographics
11. Walkthroughs Data
12. Parental Involvement Data
13. T-TESS Evaluation/ Teacher Incentive Allotment
14. Technology Inventories
15. District/Campus Climate Survey Results
16. Teacher Certification
17. Professional Development Plan

Campus Overall Summary

2026 Accountability Rating Overall Summary
 PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE H S (108909009) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		98	A	
Student Achievement		97	A	70%
STAAR Performance	66	92		
College, Career and Military Readiness	100	100		
Graduation Rate	100.0	100		
School Progress		97	A	0%
Academic Growth	82	87	B	
Relative Performance (Eco Dis: 95.8%)		97	A	✓
Closing the Gaps	100	100	A	30%

Identification of Schools for Improvement

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

Distinction Designations



Revised on August 31 ,2026

Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE H S (108909009) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	-	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	4	-	-	-	-	-	4	4	3	-	4
2025	-	4	-	-	-	-	-	4	4	3	-	4
2026	-	4	-	-	-	-	-	4	4	3	-	4
Academic Achievement Status: Mathematics												
2024	-	4	-	-	-	-	-	4	4	-	-	4
2025	-	4	-	-	-	-	-	4	4	4	-	4
2026	-	4	-	-	-	-	-	4	4	4	-	4
Graduation (Federal Graduation Rate)												
2024	-	4	-	-	-	-	-	4	4	-	-	
2025	-	3	-	-	-	-	-	3	3	-	-	
2026	-	4	-	-	-	-	-	4	4	-	-	
School Quality (College, Career, and Military Readiness Performance)												
2024	-	4	-	-	-	-	-	4	4	-	-	4
2025	-	4	-	-	-	-	-	4	4	-	-	4
2026	-	4	-	-	-	-	-	4	4	-	-	4
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									4			

Student Achievement: 2026 STAAR Performance

Texas Education Agency 2026 STAAR Performance

PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE H S (108909009) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	215	94	87	132	528	
Approaches GL or Above	196	85	82	125	488	92%
Meets GL or Above	173	72	64	92	401	76%
Masters GL	44	33	34	43	154	29%
Total Percentage Points						197%
Component Score						66

Student Achievement: 2026 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	92%	92%	100%	100%	85%	91%	65%	78%	93%	92%	88%	-	-	88%
At Meets GL Standard or Above	76%	75%	100%	95%	56%	72%	45%	67%	78%	71%	69%	-	-	69%
At Masters GL Standard	29%	28%	57%	60%	11%	26%	12%	22%	30%	28%	19%	-	-	19%
Number of Tests														
At Approaches GL Standard or Above	488	467	21	58	127	282	33	7	335	153	14	-	-	14
At Meets GL Standard or Above	401	380	21	55	84	224	23	6	282	119	11	-	-	11
At Masters GL Standard	154	142	12	35	17	80	6	2	108	46	3	-	-	3
Total Tests	528	507	21	58	150	309	51	9	361	167	16	-	-	16
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	91%	91%	100%	100%	83%	92%	55%	50%	91%	91%	80%	-	-	80%
At Meets GL Standard or Above	80%	79%	100%	100%	64%	79%	30%	50%	83%	76%	80%	-	-	80%
At Masters GL Standard	20%	19%	45%	62%	9%	19%	5%	0%	21%	20%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	196	185	11	21	55	119	11	2	127	69	4	-	-	4
At Meets GL Standard or Above	173	162	11	21	42	103	6	2	115	58	4	-	-	4
At Masters GL Standard	44	39	5	13	6	25	1	0	29	15	0	-	-	0
Total Tests	215	204	11	21	66	130	20	4	139	76	5	-	-	5
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	90%	90%	100%	100%	87%	87%	80%	100%	93%	83%	100%	-	-	100%
At Meets GL Standard or Above	77%	76%	100%	92%	74%	78%	70%	100%	77%	75%	50%	-	-	50%
At Masters GL Standard	35%	35%	50%	33%	22%	38%	30%	50%	36%	33%	50%	-	-	50%
Number of Tests														
At Approaches GL Standard or Above	85	83	2	12	20	48	8	2	65	20	2	-	-	2
At Meets GL Standard or Above	72	70	2	11	17	43	7	2	54	18	1	-	-	1
At Masters GL Standard	33	32	1	4	5	21	3	1	25	8	1	-	-	1
Total Tests	94	92	2	12	23	55	10	2	70	24	2	-	-	2
Science														

Student Achievement: 2026 STAAR Performance Continued

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Percent of Tests														
At Approaches GL Standard or Above	94%	94%	100%	100%	87%	94%	73%	100%	95%	94%	67%	-	-	67%
At Meets GL Standard or Above	74%	73%	100%	100%	48%	70%	55%	67%	82%	58%	67%	-	-	67%
At Masters GL Standard	39%	37%	100%	100%	16%	39%	9%	33%	45%	29%	33%	-	-	33%
Number of Tests														
At Approaches GL Standard or Above	82	79	3	7	27	60	8	3	53	29	2	-	-	2
At Meets GL Standard or Above	64	61	3	7	15	45	6	2	46	18	2	-	-	2
At Masters GL Standard	34	31	3	7	5	25	1	1	25	9	1	-	-	1
Total Tests	87	84	3	7	31	64	11	3	56	31	3	-	-	3
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	95%	94%	100%	100%	83%	92%	60%	-	94%	97%	100%	-	-	100%
At Meets GL Standard or Above	70%	69%	100%	89%	33%	55%	40%	-	70%	69%	67%	-	-	67%
At Masters GL Standard	33%	31%	60%	61%	3%	15%	10%	-	30%	39%	17%	-	-	17%
Number of Tests														
At Approaches GL Standard or Above	125	120	5	18	25	55	6	-	90	35	6	-	-	6
At Meets GL Standard or Above	92	87	5	16	10	33	4	-	67	25	4	-	-	4
At Masters GL Standard	43	40	3	11	1	9	1	-	29	14	1	-	-	1
Total Tests	132	127	5	18	30	60	10	-	96	36	6	-	-	6

School Progress: Academic Growth

Texas Education Agency 2026 Academic Growth

PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE HS (108909009) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	207.5	1	207.50
Accelerated Learning Points Earned	19	0.25	4.75
Sum of Annual Growth plus Accelerated Learning Points			212.25
Total Tests Evaluated			258
Academic Growth Score			82

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	45	0	0
Tests Earning 0.5 Points	11	0.5	5.5
Tests Earning 1 Point	202	1	202
Annual Growth Points Earned			207.5
Total Tests Evaluated			258
Annual Growth Score			80

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	15	0	0
Tests Earning 1 Point	19	1	19
Accelerated Learning Points Earned			19
Total Tests Evaluated			34
Accelerated Learning Score			56

School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance

PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE H S (108909009) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	95.8%	66	93
College, Career, and Military Readiness		100	100
Relative Performance			97

Texas Education Agency
2026 Closing the Gaps

PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE H S (108909009) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	24	24	100.0	50.0%	50.0
Graduation Status	12	12	100.0	10.0%	10.0
ELP Status	4	4	100.0	10.0%	10.0
School Quality Status	12	12	100.0	30.0%	30.0
Closing the Gaps Score					100

School Progress: Closing the Gaps Continuation

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
<i>Groups to be evaluated in 2027 accountability</i>	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	44%	32%	36%	62%	43%	74%	45%	58%	32%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%		
RLA Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2026 % at Meets GL Standard or Above	80%	-	80%	100%	-	100%	-	-	80%		
2026 # at Meets GL Standard or Above	173	-	169	3	-	1	-	-	166		
2026 Total Tests (Adjusted)	215	-	211	3	-	1	-	-	208		
2025 % at Meets GL Standard or Above	80%	--	79%	--	-	--	-	-	79%		
Mathematics 2026 Target	38%	26%	35%	48%	37%	72%	41%	44%	31%		
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	38%	46%	57%	48%	77%	51%	53%	43%		
Mathematics Long Term Target (2037-38)	69%	63%	68%	74%	69%	86%	71%	72%	66%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2026 % at Meets GL Standard or Above	77%	-	76%	100%	-	-	-	-	76%		
2026 # at Meets GL Standard or Above	72	-	71	1	-	-	-	-	71		
2026 Total Tests (Adjusted)	94	-	93	1	-	-	-	-	93		
2025 % at Meets GL Standard or Above	69%	--	68%	--	-	--	-	-	68%		
Total Points										24	24
Academic Growth Status											
RLA 2026 Target	69%	65%	66%	72%	68%	81%	70%	72%	64%		
RLA Next Interim Target (2027-28 through 2031-32)	78%	75%	76%	80%	77%	85%	78%	80%	74%		
RLA Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	94%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	76%	-	76%	100%	-	100%	-	-	76%		
2026 Growth Points	157.50	-	154.50	2.00	-	1.00	-	-	150.50		

School Progress: Closing the Gaps Continuation

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
2026 Total Tests	206	-	203	2	-	1	-	-	199		
2025 Academic Growth Score	69%	--	69%	--	-	--	-	-	69%		
Mathematics 2026 Target	76%	74%	77%	73%	74%	87%	72%	73%	75%		
Mathematics Next Interim Target (2027-28 through 2031-32)	82%	81%	83%	80%	81%	90%	80%	80%	82%		
Mathematics Long Term Target (2037-38)	95%	95%	95%	95%	95%	95%	95%	95%	95%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2026 Academic Growth Score	105%	-	105%	100%	-	-	-	-	105%		
2026 Growth Points	54.75	-	53.75	1.00	-	-	-	-	53.75		
2026 Total Tests	52	-	51	1	-	-	-	-	51		
2025 Academic Growth Score	99%	--	99%	--	-	--	-	-	99%		
Total Points										21	24
Federal Graduation Rate Status											
2026 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned for Accountability Rating	4		4						4		
Points Evaluated for Federal School Improvement	4		4						4		
2025 % Graduated	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%		
2025 # Graduated	137	-	136	1	-	-	-	-	134		
2025 Total in Class	137	-	136	1	-	-	-	-	134		
2024 % Graduated	96.2%	-	96.1%	--	-	-	-	-	96.1%		
Total Points										12	12
Progress in Achieving English Language Proficiency (EB Current)											
2026 Target									28%		
Next Interim Target (2027-28 through 2031-32)									30%		
Long Term Target (2037-38)									34%		
Points Earned for Accountability Rating									4		
Points Evaluated for Federal School Improvement									4		
2026 TELPAS Progress Rate									39%		
2026 TELPAS Progress									46		
2026 TELPAS Total									119		
2025 TELPAS Progress Rate									42%		
Total Points										4	4

School Progress: Closing the Gaps Continuation

Accountability Groups															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points				
Student Success (Student Achievement Domain Score (STAAR Component Only))															
2026 Target	47	36	42	58	45	74	47	56	39						
Next Interim Target (2027-28 through 2031-32)	57	46	52	68	55	81	57	66	49						
Long Term Target (2037-38)	77	66	72	88	75	95	77	86	69						
Points Earned for Accountability Rating	3		3						3						
Points Evaluated for Federal School Improvement	3		3						3						
2026 STAAR Component Score	66	-	66	71	-	67	-	-	65						
2026 % at Approaches GL Standard or Above	92%	-	92%	100%	-	100%	-	-	92%						
2026 % at Meets GL Standard or Above	76%	-	76%	75%	-	100%	-	-	75%						
2026 % at Masters GL Standard	29%	-	29%	38%	-	0%	-	-	28%						
2026 Total Tests	528	-	518	8	-	2	-	-	513						
2025 STAAR Component Score	65	--	65	--	-	--	-	-	65						
Total Points										9	12				
School Quality (College, Career, and Military Readiness Performance)															
2026 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%						
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%						
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%						
Points Earned for Accountability Rating	4		4						4						
Points Evaluated for Federal School Improvement	4		4						4						
2025 % Students Meeting CCMR	100%	-	100%	100%	-	-	-	-	100%			Non-English Speaking	Migrant		
2025 # Students Meeting CCMR	136	-	135	1	-	-	-	-	133						
2025 Total Students	136	-	135	1	-	-	-	-	133						
2024 % Students Meeting CCMR	96%	-	96%	--	-	-	-	-	96%						
Total Points										12	12				
RLA 2025 Target	Participation 2025-26												n/a	n/a	
RLA Next Interim Target (2031-32)	95%	95%	95%	95%	95%	95%	95%	95%	95%			n/a	n/a		
RLA Long Term Target	95%	95%	95%	95%	95%	95%	95%	95%	95%			n/a	n/a		
2025 Academic % Participation	100%	100%	100%	100%	-	100%	-	-	100%			-	58%		
2025 Academic # Participants	282	1	277	3	-	1	-	-	275			-	7.00		
2025 Academic Total Students	283	1	278	3	-	1	-	-	276			-	12		
2024 Academic Mathematics % Participation	99%	-	99%	100%	-	-	-	-	99%			-	85%		
Mathematics 2 # Participants	95	-	94	1	-	-	-	-	94			n/a	n/a		
Mathematics N Total Students	96	-	95	1	-	-	-	-	95			n/a	n/a		
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a	
2025 Academic Growth Score	76%	76%	-	87%	75%	75%	77%	*	73%	83%	56%	-	-	56%	
2025 Academic Growth P	68.50	68.50	-	13.00	54.50	56.50	17.75	*	76.00	32.50	6.75	-	-	6.75	
2025 Total Tests	143	143	-	15	73	75	23	*	104	39	12	-	-	12	
2024 Academic Growth Score	62%	62%	-		59%	59%	90%	--	63%	59%	42%	-	-	42%	

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	44%	33%	n/a	n/a	n/a	20%	13%	30%	46%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	53%	44%	n/a	n/a	n/a	33%	28%	42%	55%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	72%	67%	n/a	n/a	n/a	60%	57%	65%	73%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	4	4				4	3		4					
2026 % at Meets GL Standard or Above	80%	79%	100%	100%	64%	79%	30%	50%	83%	76%	80%	-	-	80%
2026 # at Meets GL Standard or Above	173	162	11	21	42	103	6	2	115	58	4	-	-	4
2026 Total Tests (Adjusted)	215	204	11	21	66	130	20	4	139	76	5	-	-	5
2025 % at Meets GL Standard or Above	80%	78%	100%	100%	67%	75%	28%	-	77%	85%	--	-	--	100%
Mathematics 2026 Target	38%	32%	n/a	n/a	n/a	31%	15%	33%	40%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	48%	43%	n/a	n/a	n/a	43%	29%	44%	50%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	69%	66%	n/a	n/a	n/a	66%	58%	67%	70%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	4	4				4	4		4					
2026 % at Meets GL Standard or Above	77%	76%	100%	92%	74%	78%	64%	100%	77%	75%	50%	-	-	50%
2026 # at Meets GL Standard or Above	72	70	2	11	17	43	7	2	54	18	1	-	-	1
2026 Total Tests (Adjusted)	94	92	2	12	23	55	11	2	70	24	2	-	-	2
2025 % at Meets GL Standard or Above	69%	68%	--	--	68%	70%	82%	--	77%	48%	--	-	--	50%
Academic Growth Status														
RLA 2026 Target	69%	65%	n/a	n/a	n/a	60%	45%	63%	70%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	70%	55%	73%	78%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	90%	75%	93%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	76%	75%	100%	76%	72%	75%	60%	33%	76%	78%	75%	-	-	75%
2026 Growth Points	157.50	146.50	11.00	16.00	43.75	91.25	12.00	1.00	103.00	54.50	3.00	-	-	3.00
2026 Total Tests	206	195	11	21	61	122	20	3	136	70	4	-	-	4

School Progress: Closing the Gaps Continuation

	Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)-	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile-	Foster	Homeless	Migrant
2025 Academic Growth Score	69%	69%	71%	75%	66%	68%	53%	-	69%	69%	--	-	--	75%
Mathematics 2026 Target	76%	75%	n/a	n/a	n/a	77%	64%	73%	77%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	82%	82%	n/a	n/a	n/a	83%	74%	80%	83%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	94%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	4	4				4			4					
2026 Academic Growth Score	105%	105%	113%	113%	109%	105%	108%	113%	104%	109%	113%	-	-	113%
2026 Growth Points	54.75	52.50	2.25	2.25	21.75	39.00	9.75	2.25	36.25	18.50	2.25	-	-	2.25
2026 Total Tests	52	50	2	2	20	37	9	2	35	17	2	-	-	2
2025 Academic Growth Score	99%	99%	--	-	99%	99%	93%	-	101%	93%	--	-	-	100%
Federal Graduation Rate Status														
2026 Target	90.0%	86.7%	n/a	n/a	n/a	80.0%	79.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	92.7%	90.5%	n/a	n/a	n/a	86.0%	85.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	98.0%	98.0%	n/a	n/a	n/a	98.0%	98.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	4	4				4								
2025 % Graduated	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				100.0%	-	-	100.0%
2025 # Graduated	137	133	4	16	38	51	8				1	0	0	1
2025 Total in Class	137	133	4	16	38	51	8				1	0	0	1
2024 % Graduated	96.2%	96.1%	--	100.0%	92.3%	91.7%	--				--	--	-	--
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					28%									
Next Interim Target (2027-28 through 2031-32)					30%									
Long Term Target (2037-38)					34%									
Points Evaluated for Federal School Improvement					4									
2026 TELPAS Progress Rate					39%									
2026 TELPAS Progress					46									
2026 TELPAS Total					119									
2025 TELPAS Progress Rate					42%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	38	23	43	49	n/a	n/a	n/a	n/a	n/a

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	48	33	53	59	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	68	53	73	79	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 STAAR Component Score	66	65	86	85	51	63	41	56	67	64	59	-	-	59
2026 % at Approaches GL Standard or Above	92%	92%	100%	100%	85%	91%	65%	78%	93%	92%	88%	-	-	88%
2026 % at Meets GL Standard or Above	76%	75%	100%	95%	56%	72%	45%	67%	78%	71%	69%	-	-	69%
2026 % at Masters GL Standard	29%	28%	57%	60%	11%	26%	12%	22%	30%	28%	19%	-	-	19%
2026 Total Tests	528	507	21	58	150	309	51	9	361	167	16	-	-	16
2025 STAAR Component Score	65	65	76	87	57	63	45	--	66	63	64	-	--	64
School Quality (College, Career, and Military Readiness Performance)														
2026 Target	63%	56%	n/a	n/a	n/a	51%	64%	45%	67%	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	73%	66%	n/a	n/a	n/a	61%	74%	55%	76%	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	93%	86%	n/a	n/a	n/a	81%	94%	75%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	4	4				4			4					
2025 % Students Meeting CCMR	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	-	-	-	-
2025 # Students Meeting CCMR	136	132	4	16	38	52	8	-	109	27	0	0	0	0
2025 Total Students	136	132	4	16	38	52	8	-	109	27	0	0	0	0
2024 % Students Meeting CCMR	96%	96%	--	100%	92%	95%	--	-	98%	88%	--	--	-	--
Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	100%	99%	99%	97%	100%	99%	100%	100%	-	-	100%
# Participants	282	271	11	21	132	196	30	4	188	94	7	-	-	7
Total Students	283	272	11	21	133	197	31	4	189	94	7	-	-	7
Mathematics														
% Participation	99%	99%	100%	100%	96%	98%	91%	100%	99%	100%	100%	-	-	100%
# Participants	95	93	2	12	24	56	10	2	71	24	2	-	-	2
Total Students	96	94	2	12	25	57	11	2	72	24	2	-	-	2

Texas Education Agency
2026 Closing the Gaps
 PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE H S (108909009) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) -	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile -	Foster	Homeless	Migrant
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	48	33	53	59	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	68	53	73	79	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 STAAR Component Score	66	65	86	85	51	63	41	56	67	64	59	-	-	59
2026 % at Approaches GL Standard or Above	92%	92%	100%	100%	85%	91%	65%	78%	93%	92%	88%	-	-	88%
2026 % at Meets GL Standard or Above	76%	75%	100%	95%	56%	72%	45%	67%	78%	71%	69%	-	-	69%
2026 % at Masters GL Standard	29%	28%	57%	60%	11%	26%	12%	22%	30%	28%	19%	-	-	19%
2026 Total Tests	528	507	21	58	150	309	51	9	361	167	16	-	-	16
2025 STAAR Component Score	65	65	76	87	57	63	45	--	66	63	64	-	--	64
School Quality (College, Career, and Military Readiness Performance)														
2026 Target	63%	56%	n/a	n/a	n/a	51%	64%	45%	67%	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	73%	66%	n/a	n/a	n/a	61%	74%	55%	76%	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	93%	86%	n/a	n/a	n/a	81%	94%	75%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	4	4				4			4					
2025 % Students Meeting CCMR	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	-	-	-	-
2025 # Students Meeting CCMR	136	132	4	16	38	52	8	-	109	27	0	0	0	0
2025 Total Students	136	132	4	16	38	52	8	-	109	27	0	0	0	0
2024 % Students Meeting CCMR	96%	96%	--	100%	92%	95%	--	-	98%	88%	--	--	-	--
Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	100%	99%	99%	97%	100%	99%	100%	100%	-	-	100%
# Participants	282	271	11	21	132	196	30	4	188	94	7	-	-	7
Total Students	283	272	11	21	133	197	31	4	189	94	7	-	-	7
Mathematics														
% Participation	99%	99%	100%	100%	96%	98%	91%	100%	99%	100%	100%	-	-	100%
# Participants	95	93	2	12	24	56	10	2	71	24	2	-	-	2
Total Students	96	94	2	12	25	57	11	2	72	24	2	-	-	2

Texas Education Agency
2026 Identification of Schools for Improvement
 PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE H S (108909009) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

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

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) †	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	-	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	4	-	-	-	-	-	4	4	3	-	4
2025	-	4	-	-	-	-	-	4	4	3	-	4
2026	-	4	-	-	-	-	-	4	4	3	-	4
Academic Achievement Status: Mathematics												
2024	-	4	-	-	-	-	-	4	4	-	-	4
2025	-	4	-	-	-	-	-	4	4	4	-	4
2026	-	4	-	-	-	-	-	4	4	4	-	4
Graduation (Federal Graduation Rate)												
2024	-	4	-	-	-	-	-	4	4	-		
2025	-	3	-	-	-	-	-	3	3	-		
2026	-	4	-	-	-	-	-	4	4	-		
School Quality (College, Career, and Military Readiness Performance)												
2024	-	4	-	-	-	-	-	4	4	-	-	4
2025	-	4	-	-	-	-	-	4	4	-	-	4
2026	-	4	-	-	-	-	-	4	4	-	-	4
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									4			

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

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

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

Comprehensive Needs Assessment

AREA LEADS:



GOAL AREA 1: Student Growth- Closing the Gaps

Areas Reviewed: Student Performance

Strengths

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 49%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 53.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 28%.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 52%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 52 points.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Goal Area 1: Student Growth- Closing the Gaps

Annual Goal 1: Student Achievement

By the end of the current academic year, student growth will improve by 10% in ELA EOC. This improvement will be measured through standardized assessments and supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

OBJECTIVE 1: The percentage of all students that score meets grade level or above on STAAR ELA will increase 10% by June 2026.

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

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

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

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

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

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

- **Facilitate Collaborative Planning and Feedback:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • IXL • State and local student data • Campus based progress monitoring system • Professional Development from outside campus personnel • Support from Regional ESC	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Student Growth- Closing the Gaps

Strategy 2: Students will be grouped by TEKS area of needs and skill level. In order to target student needs in class through small group instruction. Teachers will provide differentiated instruction to help individual needs of students. Through class assignments, teachers will gather data to help target student needs.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Group Students by Need**

Create flexible small groups based on TEKS skill gaps and student performance levels.

Update groups regularly as student data changes.

- **Provide Small-Group Instruction**

Provide targeted small-group instruction during class to address identified TEKS gaps.

Use reteaching, modeling, guided practice, and targeted interventions.

- **Differentiate Instruction**

Adjust assignments, questioning, instructional strategies, and support based on individual student needs and skill levels.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Lesson Plans •Calibration training for administration - IXL	•Walkthrough documents •Feedback forms	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability

Goal Area 1: Student Growth- Closing the Gaps

Strategy 3: Titan Success will be intentionally established as a structured intervention and enrichment period designed to provide targeted academic support based on individual student needs. Student data will be used to identify students requiring additional support, assign students to appropriate intervention groups, and provide differentiated instruction focused on closing skill gaps and increasing academic achievement.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Develop Targeted Titan Success Groups**

Group students according to academic needs, skill gaps, and level of mastery.

Create flexible groups that can be adjusted as students demonstrate growth.

- **Provide Targeted Intervention**

Teachers will provide focused small-group instruction during Titan Success.

Instruction will include reteaching, modeling, guided practice, tutoring, and targeted skill development.

- **Use Data-Driven Lessons**

Teachers will use student performance data to plan Titan Success activities and assignments.

Students will complete targeted activities aligned to their identified areas of need.

- **Monitor Student Progress**

Use exit tickets, quizzes, assignments, TSI practice, and progress-monitoring assessments to measure student growth.

Document student progress and adjust interventions as needed.

- **Collaborate Through PLCs**

Teachers will discuss student progress and intervention needs during PLCs.

Staff will share strategies and resources to address common areas of weakness.

- **Adjust Student Placement**

Regularly review student data to determine whether students should remain in intervention, move to enrichment, or receive additional support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • IXL-Ready • Lead4ward	• Training Agenda • Collaborative Learning Community Meetings • Titan success lesson plans • Attendance sheets	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability



OUR VISION & MISSION

STUDENT OUTCOME GOALS

STRATEGIC INITIATIVES

STRATEGIC PRIORITIES



EFFECTIVE TEACHING
& LEARNING

SP 1



STUDENT
SUPPORTS

SP 2



LEADERSHIP
GROWTH

SP 3



FAMILY & COMMUNITY
EMPOWERMENT

SP 4

KEY COMPONENTS



PLANNING &
PERFORMANCE



HEALTH &
SAFETY



COMMUNICATION



TECHNOLOGY



FINANCE &
OPERATIONS

OUR PSJA FAMILY

STUDENTS

EMPLOYEES

PARENTS

GOAL AREA 2: College Readiness - Math Accelerated Outcomes

Areas Reviewed: Student Performance

Strengths

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state-assessed subjects and grade levels in grades 9-12th
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

- **Challenges/Barriers**
- **Varied Student Skill Levels**
 - Accelerated Math students enter courses with different levels of mathematical readiness, creating a need for differentiated instruction and targeted intervention.
- **Gaps in Foundational Math Skills**
 - Some students may have unresolved TEKS gaps that impact their ability to successfully complete higher-level mathematical tasks and ACT/SAT questions.
- **Student Engagement and Motivation**
 - Some students may not initially see the connection between ACT/SAT performance and their college goals, resulting in inconsistent participation in test preparation and interventions.
- **Test-Taking and Application Skills**
 - Students may understand mathematical concepts but struggle to apply them to unfamiliar, multi-step, or timed ACT/SAT questions.
- **Inconsistent Student Attendance**
 - Absences and missed instructional/intervention opportunities can impact students' academic progress and participation in Titan Success.
- **Competing Academic Demands**
 - PSJA T-STEM students participate in accelerated coursework, AP, dual credit, and other college-readiness opportunities, which can create competing demands on students' time and attention.
- **Data-to-Instruction Implementation**
 - Ensuring that assessment data is consistently analyzed and translated into immediate, targeted instructional adjustments across all classrooms can be challenging.
- **Individual Student Goal Monitoring**
 - Maintaining consistent quarterly conferences, individualized goals, and progress monitoring for all identified accelerated testers requires coordinated efforts among teachers, administrators, counselors, and support staff.
- **Access to Additional Support**
 - Scheduling tutoring, intervention, and small-group support around students' accelerated and dual credit schedules can be difficult.

Annual Goal 2: College Readiness - Math Accelerated Outcomes

OBJECTIVE 1: By June 2027, increase the percentage of students in grades 9–12 enrolled in accelerated courses who perform at the Meets or Master's level on ACT assessments by 10% from the 2025–2026 baseline

- Strategy 1:** Small group implementation to target students
Timeline: September 2026 – May 2027
Title I School Components: Title I, Title II, Title III
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL,
Action Steps:
- Identify accelerated Math students who are performing below the desired ACT/SAT benchmark.
 - Group students by identified skill gaps and provide targeted small-group instruction during Titan Success.
 - Integrate ACT/SAT-style questions and problem-solving strategies into accelerated Math instruction.
 - Provide students with regular ACT/SAT practice and progress-monitoring assessments.
 - Use PLC meetings to review student data, discuss instructional strategies, and adjust interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Curriculum • IXL • ACT District Curriculum • Progress Monitoring	• Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Annual Goal 2: College Readiness - Math Accelerated Outcomes

Strategy 2: Implement a data-driven accelerated Math and ACT/SAT readiness strategy through targeted instruction, Titan Success interventions, and ongoing progress monitoring to increase student performance and college readiness.

Timeline: September 2025 – May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Provide Targeted Early Interventions for At-Risk Students:
Use research-based intervention programs tailored to each student’s area of need.
- Provide additional tutoring and intervention for students who are not demonstrating expected growth.
- Monitor Progress and Adjust Interventions as Needed:
Conduct bi-weekly progress monitoring using quick, targeted assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Curriculum • Progress Monitoring	•Monitoring •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization checklists	•Student Achievement gains •Results Driven Accountability •Reports	•Formative assessments •Progress Monitoring •Results Driven Accountability

Annual Goal 2: College Readiness - Math Accelerated Outcomes

Strategy 3: Teachers, in collaboration with administration, will conference with identified accelerated testers each quarter to review academic progress, discuss individual strengths and areas for growth, and establish measurable, individualized performance goals for ACT/SAT success.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL,

Action Steps:

Quarterly Conferences: Teachers and administrators will meet with identified students each quarter to review their academic and assessment progress.

Set Individual Goals: Establish specific, measurable ACT/SAT performance goals based on each student's current performance and areas of need.

Develop Support Plans: Identify targeted interventions, tutoring, Titan Success activities, and instructional supports aligned to each student's goals.

Monitor Progress: Track student performance throughout the year using classroom assessments, benchmarks, and ACT/SAT practice data.

Adjust Goals and Supports: Review progress quarterly and adjust individualized goals, interventions

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Curriculum • IXL • ACT District Curriculum • Progress Monitoring	• Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability



GOAL AREA 2: Student Supports

Areas Reviewed: Supports for English Learners

Strengths

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state- assessed subjects and grade levels in grades 9-12th
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

- **Academic Language Development**

EL students may understand mathematical concepts but struggle with the academic vocabulary and language demands of ACT/SAT questions.

- **Reading Comprehension**

Complex, multi-step questions and informational texts can create additional challenges for students who are still developing English proficiency.

- **Vocabulary Gaps**

Unfamiliar academic and mathematical terminology may impact students' ability to interpret and respond accurately to assessment questions.

- **Balancing Content and Language Needs**

Teachers must address grade-level and accelerated TEKS while simultaneously supporting students' English language development.

Goal Area 2: Student Supports

Annual Goal 2: Based 2025-2026 Data for TELPAS PSJA T-STEM achieved only a 39% progress rate which indicates a stagnation to their English language proficiency progress.

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

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

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS prompts	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • District visits from specialists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Pre-Teach Vocabulary with Visual Supports:**

Before introducing new content, select key academic vocabulary and pair each word with a **picture, diagram, or gesture**.

- **Use Realia and Hands-On Materials During Instruction:**

Bring in **real objects** or **manipulatives** related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).

- **Create Visual Word Walls or Interactive Vocabulary Journals:**

Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., "A ___ is used to ___.")

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

Goal Area 2: Student Supports

Strategy 3: Incorporate Structured Collaborative Conversations

Timeline: September 2025 – May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Establish and Teach Conversation Norms & Roles:**
Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like *Speaker, Listener, Questioner, or Recorder.*)
- **Use Sentence Stems and Conversation Prompts:**
Provide students with sentence starters to guide academic discussion.
- **Implement Consistent Routines like Think-Pair-Share or Socratic Circles:**
Build collaborative talk into daily instruction with routines such as:
 - Think-Pair-Share: Students think individually, share with a partner, then with the group.
 - Socratic Circles: Structured peer-led discussions around a text or topic.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Fluency checks	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

AREA LEADS:



GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

Goal Area 4: Family Community

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

OBJECTIVE 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Design a monthly calendar:**
Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)
- **Collaboration with Staff and Community Partners:**
Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.
- **Promote Events and Encourage Participation:**
Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

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

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Identify Key Workshop Topics Through Family Input:**

Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.

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

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

- **Send Home Resources for Continued Support:**

After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

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

Timeline: September 2026– May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Plan Culturally Inclusive Events That Reflect the School Community:**
Host family-centered celebrations such as a **Fall Festival**, **Posada**, and **Christmas Play**, incorporating traditions, food, and customs from the school's diverse cultures.
- **Showcase Student Talent and Cultural Expression:**
Integrate student-led performances into each event and display art projects that reflect family traditions.
- **Create Opportunities for Family Participation and Leadership:**
Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Title 1, Part A School Wide Components

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

ADDENDUM:

Parent & Family Engagement (PFE) Policy

2026-2027 Parent & Family Engagement (PFE) Program	
What is it?	Thomas Jefferson T-STEM ECHS is committed to our vision: At Thomas Jefferson T-STEM ECHS, we envision a dynamic learning community where every member discovers their purpose for creating a better future and a better world for all. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education.

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

Family Trainings/ Activities	Family engagement training provides parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Red Ribbon Parade (October 2026) • District Conference Showcase (October 2026) • Christmas Posada Family Event (December 2026) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (October 2027)

Curriculum	Thomas Jefferson, T-STEM ECHS utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • Carnegie • Blended Learning • Bluebonnet
Forms of Academic Assessments	Thomas Jefferson, T-STEM ECHS all students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to another curriculum.
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Thomas Jefferson, T-STEM ECHS tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.
Ways to Request regular meetings	Thomas Jefferson, T-STEM ECHS values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Thomas Jefferson T-STEM ECHS welcomes any ideas, feedback and/or concerns; we value each family in our school district.
Additional Parent Support	Thomas Jefferson, T-STEM ECHS values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional

	parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.			
School-Parent Compact	The school's Responsibilities	The Guardian's Responsibilities	The student's Responsibilities	On-Going Communication
	Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Implement team-oriented sessions offering literacy strategies for all parents. Host meetings covering a variety of relevant topics,	Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child's learning through ongoing dialogue, homework assistance, and active listening. Attend parent meetings where educational and extracurricular decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent-Teacher conferences and phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks

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

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

2026-20267Programa de Participación de Padres y Familias (PFE)	
¿Qué es?	Thomas Jefferson T-STEM ECHS está comprometida con nuestra visión: En Thomas Jefferson T-STEM ECHS, nos imaginamos una comunidad de aprendizaje activa donde cada persona descubre su propósito para construir un futuro mejor y un mundo mejor para todos. Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116. La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones de	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y

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

	La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche para Conocer al Maestro / Casa Abierta en escuelas primarias y secundarias (agosto de 2026 y marzo de 2027). • Conferencias entre Padres y Maestros (todos los niveles escolares, de agosto de 2026 a mayo de 2027). • Cursos de alfabetización para adultos, incluyendo: ○ GED ○ Inglés como Segundo Idioma (ESL) ○ Computación ○ Ciudadanía (septiembre de 2026 a mayo de 2027). • Cursos de capacitación laboral para padres, como: ○ Soldadura ○ Montacargas ○ Flebotomía ○ RCP (CPR) ○ HVAC ○ Curso para Sustitutos ○ Entre otros. • Noche Cultural Familiar (septiembre de 2026). • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2026). • Desfile del Listón Rojo (octubre de 2026). • Exposición Distrital de Programas (octubre de 2026). • Día Nacional de la Participación de los Padres (noviembre de 2026). • Reuniones del Comité Consultivo de Salud Escolar (SHAC) (noviembre de 2026 marzo de 2027 y mayo de 2027). • Conferencia para Padres de Educación Especial (septiembre de 2026). • Cafecitos con los Consejeros Escolares (septiembre de 2026 a mayo de 2027). • Posada Navideña Familiar (diciembre de 2026). • Reuniones del Consejo Consultivo del Distrito para Oficiales de Padres de todos los planteles (octubre y diciembre de 2026, y marzo de 2027). • Reuniones de Título I del Plantel (septiembre de 2026). • Reuniones para Revisar la Política del Plantel (noviembre de 2026). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2027). • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2027). • Reuniones sobre Asistencia Escolar (octubre de 2026). • Reuniones sobre el Currículo (diciembre de 2026). • Reuniones para Comprender las Evaluaciones Académicas (enero de 2026)
Currículo)	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que

	no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. Thomas Jefferson T-STEM ECHS utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • Carnegie • Blended Learning • Bluebonnet
Formas de Evaluación Académica	Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Thomas Jefferson T-STEM ECHS da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. Thomas Jefferson T-STEM ECHS valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.
Apoyo Adicional para los Padres y las Familias	Thomas Jefferson T-STEM ECHS reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.

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