



Campus Improvement Plan

PSJA SOUTHWEST ECHS

2026 - 2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

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Vision

Every P.S.J.A. Southwest student actively participates; collaborates, is interdependent, and supports diversity to encourage the success of their community and society.

Mission

P.S.J.A Southwest Early College High School, in conjunction with faculty, staff, parents and the community, will provide students with a strong network of support that will foster a culture of commitment to academic excellence. We will enable students to achieve their potential so they may be college and/or career ready with a sense of duty and responsibility to our community as productive citizens. P.S.J.A. Southwest ECHS students will be connected, encouraged, supported and assisted to accomplish a successful post-secondary transition.

District Strategic Direction



Campus Executive Summary

Demographics:

Southwest ECHS serves students from Pharr, Texas who come from similar backgrounds and way of life.

The student body at Southwest High School is majority Hispanic with the following breakdown of student populations:



	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	1426	721	705	189	585	44	1176	91	1051
Percent		50.56%	49.44%	13.25%	41.02%	3.09%	82.47%	6.38%	73.70%

With the district's proximity to Mexico, 41.02% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

PSJA Southwest ECHS has been rated a "B" Campus by the State of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 84. In Domain II, School Progress (87), Academic Growth (77) and Relative Performance (87) with an Eco Dis at a 94.3%. And last, Domain III, Closing the Gaps, PSJA scored an 85.

The overall 2025 Accountability Rating for PSJA Southwest ECHS was a score of 86. In grades 9-12 all tested STAAR subjects, 891 tests were administered with over 95% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

PSJA Southwest ECHS offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified high school teachers. Many teachers on staff possess Dual/ESL certifications, high school accredited endorsements, and master's degrees. Various courses at PSJA Southwest ECHS offer high school and dual language credits to eligible students. Students attending PSJA Southwest 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:

Friendly reminder, goals need to be aligned with Strategic Direction Plan, DIP Goals, District TIP and Campus TIP.

Campus Name Educational Improvement Committee Members



Focus Area 1: Effective Teaching & Learning	
Name	Role
Silvia Lizcano	Principal
Edna Cruz	Asst. Principal
Eila Rodriguez	Math Dept Head
Cynthia Hernandez	SPED Co-teacher
Monica Rodriguez	Spanish Dept Head
Focus Area 2: Student Supports	
Name	Role
Silvia Lizcano	Principal
Dr. Claudia Alvarado	Asst. Principal
Debra Zerda	SPED teacher
Ana Torres	ELA teacher
Maria Tevar	Math teacher

Focus Area 3: Leadership Growth	
Name	Role
Silvia Lizcano	Principal
Isaac Leal	Asst. Principal
Fernando Castillo	Science Dept Head
Alexis Barreiro	ELA Dept Head
Joseph Bonura	Fine Arts Dept Head
Focus Area 4: Family & Community Empowerment	
Name	Role
Silvia Lizcano	Principal
Dr. Benito Carriaga	Asst. Principal

Data Sources Reviewed

1. 2025 – 2026 Attendance Data
2. 2025 STAAR Performance Data
3. 2026 STAAR Performance Data
4. 2025 TELPAS Performance Data
5. 2026 TELPAS Performance Data
6. EOC & TELPAS Benchmark Data
7. PEIMS Demographics
8. Walkthroughs Data
9. Parental Involvement Data
10. T-TESS Evaluation/ Teacher Incentive Allotment
11. Technology Platforms
12. District/Campus Climate Survey Results
13. Credit Recovery Program (Edgenuity) 
14. Professional Development Plan
15. Learning Walk Data
16. Cross-Curricular Planning
17. College Readiness Dashboard

Campus

2026 Accountability Rating Overall Summary
PSJA SOUTHWEST EARLY COLLEGE H S (108909007) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Retrieved

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		86	B	
Student Achievement		84	B	0%
STAAR Performance	48	76		
College, Career and Military Readiness	85	87		
Graduation Rate	99.3	95		
School Progress		87	B	70%
Academic Growth	72	77	C	
Relative Performance (Eco Dis: 94.3%)		87	B	✓
Closing the Gaps	68	85	B	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



Identification of Schools Improvement

2026 Identification of Schools for Improvement PSJA SOUTHWEST EARLY COLLEGE H S (108909007) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

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

Targeted Support and Improvement Information

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

⁺ 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.

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance

PSJA SOUTHWEST EARLY COLLEGE HS (108909007) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	891	335	379	359	1,964	
Approaches GL or Above	571	278	340	318	1,507	77%
Meets GL or Above	411	169	194	215	989	50%
Masters GL	71	91	95	99	356	18%
Total Percentage Points						145%
Component Score						48

Student Achievement: 2026 STAAR Performance

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	77%	*	77%	45%	-	71%	-	-	76%
At Meets GL Standard or Above	50%	*	51%	18%	-	71%	-	-	50%
At Masters GL Standard	18%	*	18%	9%	-	43%	-	-	18%
Number of Tests									
At Approaches GL Standard or Above	1,507	*	1,493	5	-	**	-	-	1,464
At Meets GL Standard or Above	989	*	981	2	-	**	-	-	955
At Masters GL Standard	358	*	352	1	-	**	-	-	341
Total Tests	1,964	*	1,942	11	-	**	-	-	1,916
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	64%	*	64%	*	-	60%	-	-	63%
At Meets GL Standard or Above	46%	*	46%	*	-	60%	-	-	45%
At Masters GL Standard	8%	*	8%	*	-	40%	-	-	8%
Number of Tests									
At Approaches GL Standard or Above	571	*	568	*	-	3	-	-	550
At Meets GL Standard or Above	411	*	407	*	-	3	-	-	393
At Masters GL Standard	71	*	69	*	-	2	-	-	68
Total Tests	891	*	880	*	-	5	-	-	867
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	83%	-	83%	*	-	*	-	-	83%
At Meets GL Standard or Above	50%	-	50%	*	-	*	-	-	51%
At Masters GL Standard	27%	-	27%	*	-	*	-	-	27%
Number of Tests									
At Approaches GL Standard or Above	278	-	276	*	-	*	-	-	270
At Meets GL Standard or Above	169	-	167	*	-	*	-	-	165
At Masters GL Standard	91	-	91	*	-	*	-	-	88
Total Tests	335	-	332	*	-	*	-	-	325

Science									
Percent of Tests									
At Approaches GL Standard or Above	90%	*	90%	*	-	-	-	-	89%
At Meets GL Standard or Above	51%	*	52%	*	-	-	-	-	50%
At Masters GL Standard	25%	*	25%	*	-	-	-	-	24%
Number of Tests									
At Approaches GL Standard or Above	340	*	337	*	-	-	-	-	332
At Meets GL Standard or Above	194	*	194	*	-	-	-	-	187
At Masters GL Standard	95	*	95	*	-	-	-	-	90
Total Tests	379	*	376	*	-	-	-	-	371
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	89%	*	89%	*	-	*	-	-	88%
At Meets GL Standard or Above	60%	*	60%	*	-	*	-	-	59%
At Masters GL Standard	28%	*	27%	*	-	*	-	-	27%
Number of Tests									
At Approaches GL Standard or Above	318	*	314	*	-	*	-	-	312
At Meets GL Standard or Above	215	*	213	*	-	*	-	-	210
At Masters GL Standard	99	*	97	*	-	*	-	-	95
Total Tests	359	*	354	*	-	*	-	-	353

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

PSJA SOUTHWEST EARLY COLLEGE H S (108909007) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	616.5	1	616.50
Accelerated Learning Points Earned	97	0.25	24.25
Sum of Annual Growth plus Accelerated Learning Points			640.75
Total Tests Evaluated			895
Academic Growth Score			72

School Progress: Relative Performance

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

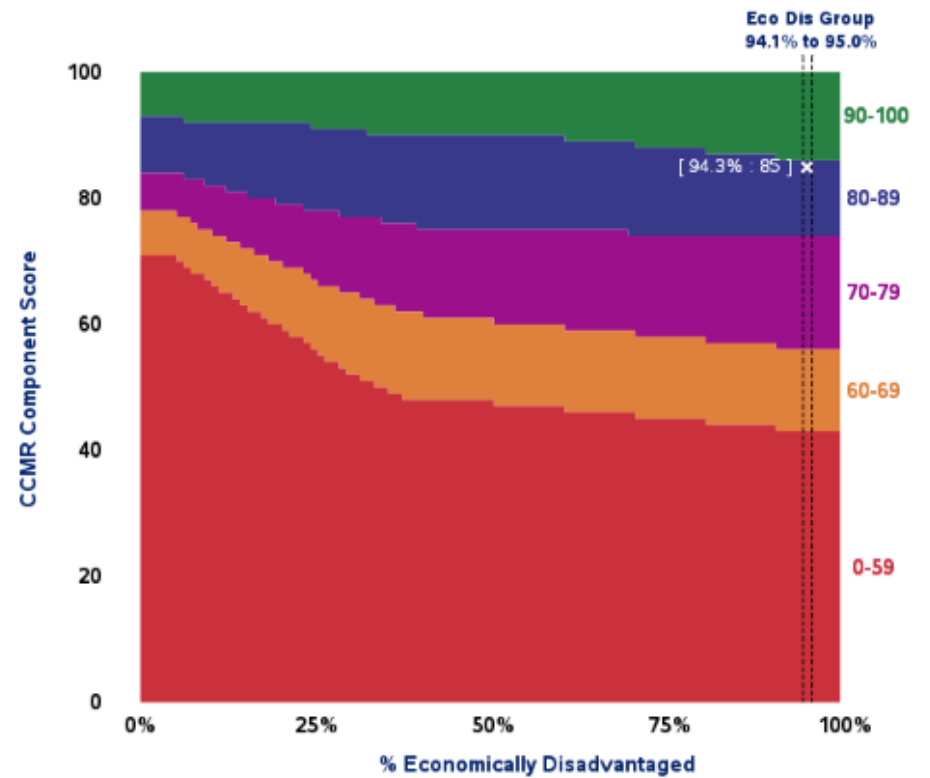
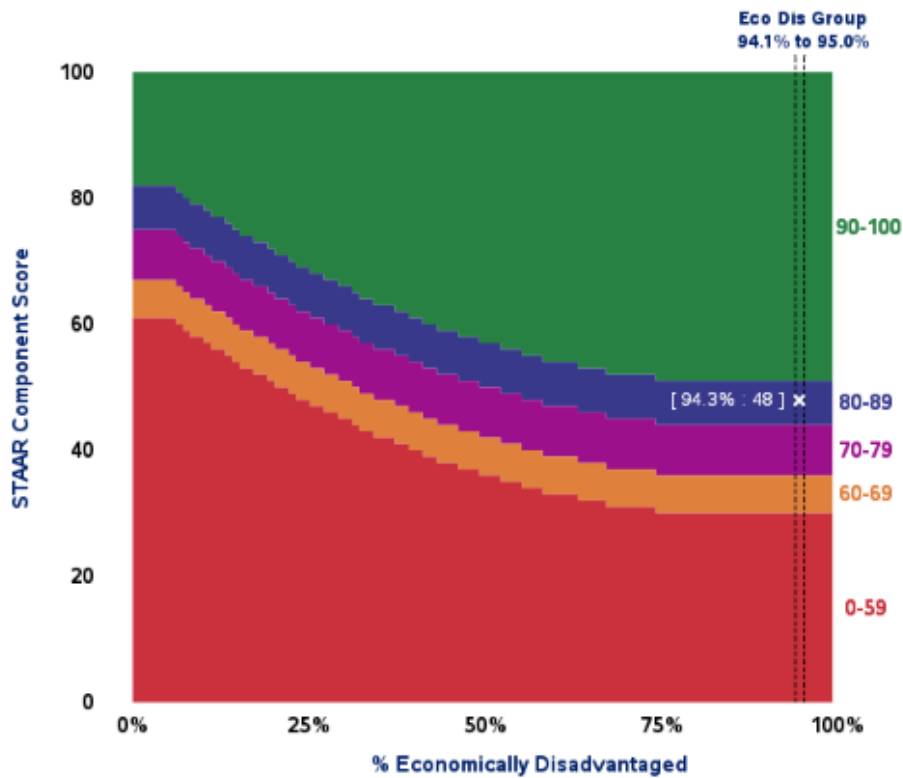
Texas Education Agency

2026 Relative Performance PSJA SOUTHWEST EARLY COLLEGE H S (108909007) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	94.3%	48	85
College, Career, and Military Readiness		85	88
Relative Performance			87



School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

PSJA SOUTHWEST EARLY COLLEGE H S (108909007) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

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

School Progress: Closing the Gaps Continuation

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2027 accountability	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	44%	32%	36%	62%	43%	74%	45%	58%	32%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	47%	68%	53%	78%	54%	65%	43%		
RLA Long Term Target (2037-38)	72%	66%	68%	81%	72%	87%	73%	79%	66%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	46%	*	46%	*	-	60%	-	-	45%		
2026 # at Meets GL Standard or Above	411	*	407	*	-	3	-	-	393		
2026 Total Tests (Adjusted)	891	*	880	*	-	5	-	-	887		
2025 % at Meets GL Standard or Above	46%	--	46%	--	-	--	-	-	45%		
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	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	50%	-	50%	*	-	*	-	-	51%		
2026 # at Meets GL Standard or Above	169	-	167	*	-	*	-	-	165		
2026 Total Tests (Adjusted)	335	-	332	*	-	*	-	-	325		
2025 % at Meets GL Standard or Above	48%	--	47%	-	-	--	-	-	48%		
Total Points										18	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	0		0						0		
Points Evaluated for Federal School Improvement	0		0						0		
2026 Academic Growth Score	63%	*	63%	*	-	*	-	-	63%		
2026 Growth Points	413.00	*	409.00	*	-	*	-	-	398.75		
2026 Total Tests	657	*	651	*	-	*	-	-	635		
2025 Academic Growth Score	64%	--	64%	--	-	--	-	-	64%		
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	96%	-	96%	*	-	-	-	-	96%		
2026 Growth Points	227.75	-	**	*	-	-	-	-	222.50		
2026 Total Tests	238	-	**	*	-	-	-	-	233		
2025 Academic Growth Score	82%	--	82%	-	-	--	-	-	82%		
Total Points										12	24

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
Progress in Achieving English Language Proficiency (EB/EL Current)														
2025 Target					49%									
Next Interim Target (2027-28 through 2031-32)					51%									
Long Term Target (2037-38)					55%									
2025 TELPAS Progress Rate					53%									
2025 TELPAS Progress					94									
2025 TELPAS Total					178									
2024 TELPAS Progress Rate					70%									

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2025 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
2025 STAAR Component Score	48	48	*	85	45	46	33	47	49	48	31	-	-	31
2025 % at Approaches GL Standard or Above	78%	78%	*	100%	77%	77%	68%	70%	78%	79%	62%	-	-	62%
2025 % at Meets GL Standard or Above	47%	47%	*	94%	41%	42%	27%	50%	48%	46%	27%	-	-	27%
2025 % at Masters GL Standard	19%	19%	*	62%	16%	18%	5%	20%	20%	18%	3%	-	-	3%
2025 Total Tests	471	469	*	53	249	255	81	10	354	117	37	-	-	37
2024 STAAR Component Score	41	41	-		39	39	26	49	43	37	27	-	-	27

Comprehensive Needs Assessment

Susana Arredondo
2026-05-22 20:01:40

- * 4 Focus Areas
- * Each Focus Area should have maximum 2 Annual Goals
- * Each Annual Goal should have NO more than 2 Objectives
- * Each OBJECTIVE should have 2-3 Strategies

AREA LEADS: Edna Cruz, Cynthia Hernandez, Eila Rodriguez, Monica Rodriguez



Susana Arredondo
2026-05-22 19:55:18

Please keep this visual for the District's Strategic Direction.

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

PSJA Southwest 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 9th-12th high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 TELPAS Performance Level results indicate academic gaps in inconsistent implementation and monitoring of TELPAS. Lastly, students had limited access to consistent, targeted literacy and numeracy instruction, structured ELAR and Math TSI intervention opportunities and comprehensive college readiness preparation throughout the school year.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 46%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 45%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 24%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 31%.
- 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 50%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 51%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 59%.
- Fewer than 40% of students at each grade level successfully passed the ELAR and Math TSI assessments

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

Annual Goal: By the end of the 2026–2027 school year, increase the percentage of students demonstrating growth on EOC assessments through targeted TEKS instruction, differentiated intervention, and progress monitoring, with a focus on moving students from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters in alignment with the campus 80/55/20 goal.

OBJECTIVE 1: The percentage of students demonstrating success on STAAR EOC assessments will increase from 77% to at least 80% at Approaches, from 50% to at least 55% at Meets, and from 18% to at least 20% at Masters by the 2027 STAAR EOC administration, representing a 3%, 5%, and 2% increase, respectively, while increasing the STAAR Performance raw score from 48 to approximately 52.

**Strategy 1:****Identify Student Needs and Target TEKS**

Implement a campus-wide EOC data analysis system across English I, English II, Algebra I, Biology, and U.S. History. Teachers will use current performance data and common assessments to identify students' performance levels, prioritize individual TEKS, and determine specific skill gaps for students who are performing at Did Not Meet, Approaches, Meets, or Masters.

Timeline: September 2026– May 2027

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

Persons Responsible: Administration, Content Coordinators, Department Chairs, Content teachers, CLL

Action Steps: Analyze student performance data to identify individual TEKS and skill gaps.

- Administer and analyze common assessments, benchmarks, and other available EOC data to determine each student's current performance level.
- Create and maintain student performance trackers that identify current level, targeted TEKS, intervention needs, and desired performance level.
- Conduct collaborative data meetings within each EOC-tested content area to identify trends, gaps, and priority student groups.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lead4ward • TEKS Resource System • TEA Released STAAR/EOC Items • CommonLit • Gizmos • Quizlet • Blooket • McGraw Hill (StudySync) • IXL • Canva • Chat GPT for Classroom	• EOC Student performance trackers • TEKS/skill-gap analysis documents • Common assessment data reports • CLC/data meeting agendas and minutes • Student grouping documents based on performance levels • Student intervention lists	• Increase in the percentage of students achieving Approaches, Meets, and Masters on EOC assessments • Growth on common assessments and campus benchmarks • Increased percentage of students meeting targeted TEKS on common assessments	• Formative assessments • Benchmarks [BM's] • STAAR • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2: Provide Differentiated Instruction and Targeted Intervention**

Use identified TEKS and skill gaps to provide differentiated, standards-aligned instruction and targeted interventions based on each student's performance level. Teachers will implement small-group instruction, reteaching, tutoring, enrichment, and other evidence-based strategies designed to move students from Did Not Meet → Approaches → Meets → Masters.

Timeline: September 2026 – May 2027

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

Persons Responsible: Administration, Content Coordinators, Department Chairs, Content teachers, CLL

Action Steps: Provide differentiated instruction, reteaching, interventions, and enrichment based on student performance levels.

- Teachers develop and implement differentiated lessons aligned to identified TEKS and student skill gaps.
- Provide targeted small-group instruction, reteaching, tutoring, and intervention for students performing below the Meets level.
- Incorporate TEKS-based intervention activities into the instructional calendar and/or designated intervention periods.
- Provide students with clear learning targets and feedback so they understand the skills needed to move to the next performance level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lead4ward • TEKS Resource System • TEA Released STAAR/EOC Items • CommonLit • Gizmos • Quizlet • Blooket • McGraw Hill (StudySync) • IXL • Canva • Chat GPT for Classroom	• Lesson plans showing differentiated instruction • Small-group intervention plans (Blended Learning) • Reteaching plans and materials • Intervention/tutoring schedules and attendance • TEKS-aligned instructional activities • Student work samples • Progress-monitoring assignments from IXL, Microsoft forms or google form etc. • Teacher-created intervention resources.	• Growth on common assessments and campus benchmarks. • Increased percentage of students meeting targeted TEKS on common assessments. • EOC performance compared to beginning-of-year, mid-year, and end-of-year data.	• Formative assessments • Benchmarks [BMs] • STAAR • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3: Monitor Student Movement and Adjust Instruction**

Department heads and administrators will regularly review student movement following common assessments, benchmarks, and EOC progress checks. Teams will analyze the effectiveness of interventions, identify students who have and have not progressed, and adjust instructional practices and intervention plans to ensure continuous growth toward the campus 80/55/20 goal.

Timeline: September 2026 – May 2027

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

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

Action Steps: Monitor student movement across EOC performance levels and adjust instruction/interventions based on assessment results.

- Monitor student progress after common assessments, benchmarks, and campus progress checks using the EOC student movement tracker.
- Administrators and department heads identify trends across content areas and determine areas requiring additional instructional support.
- Adjust intervention groups, instructional strategies, pacing, and resources based on student progress data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lead4ward • TEKS Resource System • TEA Released STAAR/EOC Items • CommonLit • Gizmos • Quizlet • Blooket • McGraw Hill (StudySync) • IXL • Canva • Chat GPT for Classroom	• Updated EOC Student Movement Trackers • Common assessment/benchmark results • CLCdata meeting agendas and minutes • Student progress reports • Revised intervention/grouping plans • Walkthrough/monitoring documentation • Administrator data reviews • Intervention effectiveness reports • Evidence of students moving Did Not Meet → Approaches → Meets → Masters	• Reduction in the number/percentage of students identified as needing intensive intervention • Increased student performance on TEKS previously identified as skill gaps • EOC scale-score growth from previous testing opportunities, when applicable	• Formative assessments • Benchmarks [BMs] • STAAR • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: TELPAS**

By the end of the 2026–2027 school year, increase the percentage of Emergent Bilingual students demonstrating growth in TELPAS Listening, Speaking, Reading, and Writing by 17 %, with at least 40 % of students advancing at least one proficiency level, through targeted language instruction, structured practice, intervention, and ongoing progress monitoring.

OBJECTIVE 1: Establish consistent opportunities for Emergent Bilingual students to develop and practice the five TELPAS domains—Listening, Speaking, Reading, Writing, and Learning Strategies—across all content areas.

Strategy 1: Campuswide Language Development.

Timeline: September 2026 – June 2027 School Year

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

Persons Responsible: School administration, Content Coordinators, Content teachers, CLL, Department Chairs

Action Steps:

- Implement consistent TELPAS-aligned opportunities for Listening, Speaking, Reading, and Writing across the campus.
- Implement daily Summit K12 TELPAS practice during Hog Time for Emergent Bilingual students based on their identified language needs.
- Establish campuswide expectations for TELPAS language practice across Listening, Speaking, Reading, and Writing.
- Incorporate structured Speaking opportunities into Social Studies and PE through academic discussions, partner activities, presentations, and content-based conversations.
- Provide teachers with TELPAS-aligned resources, sentence stems, academic vocabulary, and language supports to increase student opportunities to use English.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• SummitK12 • TEA TELPAS resources and proficiency level descriptors • Lead4Ward • SIOP • ELPS	• Summit K12 usage/completion reports during Hog Time • Campus TELPAS implementation schedule • Evidence of structured Speaking activities in Social Studies and PE	• Growth in TELPAS Listening, Speaking, Reading, and Writing domains • Increased percentage of students meeting or exceeding their individual language-growth targets • Increased participation and performance in structured English-speaking opportunities in all contents.	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Provide Targeted Language Instruction and Support**Timeline:** September 2026 – June 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content Coordinators, Content teachers, CLL, Department Heads**Action Steps:**

- Provide differentiated, TELPAS-aligned language instruction and targeted interventions based on individual student language proficiency levels and identified areas of need
- Review individual TELPAS proficiency data to identify students' specific language strengths and areas for growth.
- Provide targeted Speaking instruction and practice for students demonstrating a need for additional development in the Speaking domain.
- Pair/mentor Emergent Bilingual students with designated staff members to provide encouragement, academic support, and monitoring of language-development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• SummitK12 • TEA TELPAS resources and proficiency level descriptors • Lead4Ward • SIOP • ELPS	• Individual TELPAS student data/proficiency profiles • SummitK12 usage and progress reports • Targeted Speaking activities for identified students	• Increased student performance on SummitK12 TELPAS-aligned assessments • Reduction in the number of students requiring intensive language intervention • Closing of identified language-skill gaps based on progress-monitoring data	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Monitor TELPAS Progress and Adjust Instruction**Timeline:** September 2026 – June 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content Coordinators, Content teachers, CLL, Department Heads**Action Steps:**

- Department heads review TELPAS progress and SummitK12 data with teachers at established intervals.
- Monitor completion and performance in Summit K12 and other TELPAS intervention resources.
- Review campus TELPAS growth throughout the year and identify adjustments needed to increase the percentage of students demonstrating annual language growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• SumitK12 • TEA TELPAS resources and proficiency level descriptors • Lead4Ward • SIOP • ELPS	• Individual TELPAS student data/proficiency profiles • SummitK12 usage and progress reports • Targeted Speaking activities for identified students	• Increased student performance on SummitK12 TELPAS-aligned assessments • Reduction in the number of students requiring intensive language intervention • Closing of identified language-skill gaps based on progress-monitoring data	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning

Annual Goal 3: By the end of the 2026–2027 school year, increase TSI ELAR college-readiness performance from 32% to 40% with students demonstrating measurable growth on benchmark assessments and increased success in meeting TSI Reading and ELAR college-readiness standards through targeted instruction, intervention, and progress monitoring.

OBJECTIVE 2: By the end of the 2027 TSI administration, PSJA Southwest ECHS will increase overall TSI ELAR performance, with a focus on increasing the percentage of students meeting college-readiness standards and moving students who are not yet college-ready toward readiness through targeted ELAR instruction, TSI academies, tutorials, and data-driven interventions.

Strategy 1: Campuswide TSI Readiness System

Implement a scheduled system of TSI academies, tutorials, benchmarks, and testing opportunities throughout the year.

Timeline: 2026-2027 academic year

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Department Heads, Early College Director

Action Steps:

- Develop and publish a campuswide TSI testing and preparation calendar with designated academy, tutorial, benchmark, and testing dates
- Communicate TSI testing opportunities, preparation expectations, and student readiness information to students, staff, and families.
- Coordinate with counselors, testing personnel, ELAR teachers, and administrators to ensure students are identified and prepared for testing opportunities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District curriculum • Edgenuity • District/campus data • MackinVIA • College Readiness Dashboard	• Campuswide TSI testing and preparation calendar • Monitoring • Student/family communication regarding TSI testing opportunities • TSI academy schedules and attendance	• Student Achievement gains • Results Driven Accountability • Increased percentage of students successfully completing the TSI after intervention/tutorial support • Increase in the percentage of students meeting TSI college-readiness standards	• Formative assessments TSI • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2: Targeted TSI Instruction & Intervention****Timeline:** 2026-2027 academic year**Title I School Components:** Title I, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Department Heads, Early College Director**Action Steps:**

- Use data to develop targeted small-group instruction, reteaching, and intervention activities aligned to identified TSI skill needs.
- Differentiated instruction documentation based on student TSI needs
- Integrate TSI-style questions, academic vocabulary, reading strategies, writing practice, and constructed-response activities into ELAR instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District curriculum • Edgenuity • District/campus data • Mackin via • Tier system	• Campuswide TSI testing and preparation calendar • Monitoring • Student/family communication regarding TSI testing opportunities • TSI academy schedules and attendance	• Student Achievement gains • Results Driven Accountability • Increased percentage of students successfully completing the TSI after intervention/tutorial support • Increase in the percentage of students meeting TSI college-readiness standards	• Formative assessments TSI • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3: Progress Monitoring & Adjustment****Timeline:** 2026-2027 academic year**Title I School Components:** Title I, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Department Heads, Early College Director**Action Steps:**

- Maintain a TSI student progress tracker to monitor benchmark performance, intervention participation, testing attempts, and readiness status.
- Identify students who meet readiness criteria and coordinate timely testing opportunities
- Review campus TSI readiness data throughout the year to determine whether the campus is on track toward the annual goal and make adjustments as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District curriculum • Edgenuity • District/campus data • Mackin via	• Campuswide TSI testing and preparation calendar • Monitoring • Student/family communication regarding TSI testing opportunities • TSI academy schedules and attendance	• Student Achievement gains • Results Driven Accountability • Increased percentage of students successfully completing the TSI after intervention/tutorial support • Increase in the percentage of students meeting TSI college-readiness standards	• Formative assessments TSI • Progress Monitoring • Results Driven Accountability

AREA LEADS: Maria Tevar, Ana Torres, Debora Zerda

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GOAL AREA 2: Student Supports**Areas Reviewed: Student Performance****Strengths**

PSJA Southwest 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 9th-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.
- Special Education students continue to meet and, in several content areas, exceed targeted performance goals. The campus will continue to monitor student growth, analyze performance data, and implement appropriate curriculum, accommodations, interventions, and instructional supports to ensure continued academic success.

Challenges

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

- Decline in Meets GL Standard or above from 31% to 24% in ELA for Emergent Bilinguals
- Decline of 28% in TELPAS growth in at least one proficiency level, from 51% to 23%

Goal Area 2: Student Supports**Annual Goal 2: School Progress**

By May 2027, PSJA Southwest will increase overall student progress by improving performance among special populations.

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

Strategy 1: Implement Schoolwide Academic Vocabulary and Reading Routines

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:

- **Embed Academic Vocabulary in Daily Content Objectives & Instruction:**
Identify and explicitly teach key academic vocabulary within daily lessons. Display essential terms alongside learning objectives and reinforce their meaning through visuals, examples, context clues, and repeated use across content areas.
- **Implement Consistent Schoolwide Reading Comprehension Routines:**
Common reading strategies such as annotation, close reading, identifying main ideas and supporting detail, and citing textual evidence across content areas.
- **Create and Maintain Academic Vocabulary and Reading Toolkits:**
Develop classroom word walls, vocabulary notebooks, anchor charts, and student reference tools organized by content area and academic skill. Include supports such as cognates, visuals, sentence frames, and reading-response guides to assist Emergent Bilingual and Special Education students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System-TCMPC • Curriculum Templates/Calendar • ESL Update- Teacher Training • Classroom Environment: word walls, anchor charts, sentence stems, visuals • Journals-Frayer Models • Reading Across Contents	• Vocabulary on Board • Walkthrough documents • Student Work Samples	• Increased Use of Academic Language in Student Response (Discussion & Writing) • Improved Formative & Summative Reading Scores	• Weekly Assessments • Student Interviews • Student Exit Tickets • Data Review

Goal Area 2: Student Supports**Strategy 2: Establish a Data-Driven TELPAS and STAAR Progress-Monitoring System****Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Analyze TELPAS and STAAR Data to Identify Student Needs:** Review STAAR, TELPAS, benchmark, and classroom assessment data to identify individual student strengths, academic gaps, and areas requiring targeted intervention.
- **Implement Regular Student Progress Monitoring:** Monitor student growth in reading, writing, listening, and speaking through common assessments, TELPAS-aligned activities, STAAR benchmarks, and classroom performance data throughout the school year.
- **Conduct Data Meetings and Adjust Instruction Based on Results:** Hold regular data meetings with teachers and instructional leaders to review student progress, identify students not demonstrating expected growth, and adjust instructional strategies, interventions, tutoring, and supports accordingly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System-TCMPC • Curriculum Templates/Calendar • State and local student data • Summit K12 • District Writing TELPAS Prompts • ESL Update- Teacher Training • Classroom Environment: word walls, anchor charts, sentence stems, visuals	• Curriculum documents • Walkthrough documents • Lesson Internalization • District visits from specialists • Collaborative Learning Leader [CLL] agendas	• Student Achievement gains on TELPAS Assessments • Results Driven Accountability • Student Achievement gains on STAAR EOC Exams	• Benchmarks (TELPAS & STAAR EOC) • Formative assessments -STAAR EOC Exams -TELPAS Assessment

Goal Area 2: Student Supports**Strategy 3: Incorporate Structured Collaborative Conversations****Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

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

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

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

Provide students with sentence starters to guide academic discussion.

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

Build collaborative talk into daily instruction with routines such as:

- 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
• State and local student data • Summit K12 • District Writing TELPAS Prompts • Classroom Environment: word walls, anchor charts, sentence stems, visuals • ELPS (new) • ESL Update- Teacher Training	• Walkthrough documents • District visits from specialists • Weekly Planning Meeting Agendas • Collaborative Learning Leader [CLL] agendas	• Summit K12 Reports • Student Achievement gains on TELPAS Assessments	• Formative assessments - TELPAS Benchmarks (Summit K12) - TELPAS Assessment

Goal Area 2: Student Supports

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

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

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

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

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

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• IEPs and IEP goal documentation • Student performance data • District-approved progress monitoring tools • Instructional intervention materials and resources	• Progress-monitoring records • Student Intervention Folders/Data Folders	• Improved classroom assessment and benchmark performance • Increased student performance on STAAR/EOC assessments • Improved course completion and credit attainment	• Data Meetings • Monitor progress towards graduation requirements throughout the school year • Adjust strategies and interventions when needed

Goal Area 2: Student Supports**Strategy 2:** Hold Collaborative Data Review Meetings Each Quarter**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

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

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

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

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

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

During the meeting, identify students who are on track and those needing instructional adjustments. Create specific next steps and assign responsibilities. Instruction is adjusted in a timely, targeted way, and all team members understand their roles in supporting student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Master Pre-Scheduled Meeting Calendar • Data Collection Template	• Meeting Agendas • Meeting Notes • Meeting Sign-In Sheets	• Team Role Alignment • Increased IEP Goal Attainment	• Pre/Post-Meeting Data Reviews • Instructional Walkthroughs • Participant Feedback Surveys

Goal Area 2: Student Supports**Strategy 3:** Strengthen Collaboration Between General Education and Special Education Teachers**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, Special Education Teachers, CLL**Action Steps:**

- **Establish Regular General Education and Special Education Collaboration Meetings:**

Schedule consistent PLCs, planning sessions, or student-support meetings where general education and Special Education teachers can review student needs, IEP goals, accommodations, modifications, and current academic performance.)

- **Review and Ensure Consistent Implementation of IEP Accommodations and Supports:**

Collaboratively review each student's required accommodation and instructional supports to ensure they are being implemented consistently across all core content areas and classroom settings.

- **Use Shared Student Data to Adjust Instruction and Interventions:**

Analyze classroom assessments, benchmark data, grades, IEP progress, and intervention results together to identify areas of concern and determine appropriate instructional adjustments, reteaching, accommodations, or additional supports.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • State and local student data • Common planning TCLC • Co-planning meeting Agenda. • STAAR/EOC accommodation guidance	• Curriculum documents • Walkthrough documents • Lesson Internalization • Collaborative Learning Leader [CLL] agendas	• Student Achievement gains on the TELPAS • Student Achievement gains on the STAAR	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS

AREA LEADS:

I. Leal

J. Bonura

F. Castillo

A. Barreiro



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

-Student Performance

Strengths

PSJA Southwest High School has established a strong instructional foundation, reflected in our B accountability rating, through the dedication, expertise, and instructional skill of our teachers. Our educators know their craft and understand what high-quality instruction looks like; the next step is to strengthen consistency, collective ownership, and the strategic use of data across all classrooms. With standards-aligned curriculum, common assessments, benchmark data, collaborative planning structures, and targeted professional learning already in place, our focus is not on rebuilding our instructional foundation, but on refining our practices, strengthening teacher leadership, and turning strong individual instruction into consistent campus-wide results. By empowering teachers to lead, using data to drive purposeful instructional decisions, and holding ourselves collectively accountable for student growth, PSJA Southwest is positioned to move from a B-rated campus to an A-rated campus.

- Campus leadership recognizes that continued improvement will require moving beyond implementation and developing a stronger culture of teacher leadership, collective ownership, data-driven decision-making, and accountability for student outcomes.

Current campus strengths include:

- Teachers have access to standards aligned with curriculum, scope and sequence, common assessments, and instructional resources.
- Teachers regularly participate in department meetings, team planning, CLCs, professional development, and collaborative instructional planning.
- Campus and district assessment systems provide teachers with student performance data that can be used to identify strengths, gaps, and instructional needs.
- The campus has teachers with the knowledge, experience, and instructional strengths necessary to serve as teacher leaders, mentors, CLC, and models of effective instructional practices.
- Department heads and team leads provide an existing leadership structure that can be strengthened to increase teacher ownership and shared responsibility.
- Teachers have opportunities to collaborate on lesson planning, student interventions, assessment results, and instructional strategies.
- Campus leadership provides professional development and instructional support in response to classroom observations, student data, and identified areas of need.
- The campus has established systems for walkthroughs, observations, assessment analysis, and progress monitoring that can be strengthened to provide more consistent feedback and follow-through.
- Staff members share a common desire to improve student achievement and move the campus from its current B rating toward an A rating.
- The campus has an opportunity to build upon existing teacher expertise by creating additional opportunities for teachers to lead rather than simply participate in campus improvement efforts.

Challenges:

Although PSJA Southwest High School has instructional systems and resources in place, campus performance indicates a need for greater consistency in implementation, stronger use of student data, increased teacher ownership, and clearly defined accountability for student growth. The campus has earned a B accountability rating, demonstrating many areas of success while also identifying an opportunity to strengthen systems and practices necessary to reach an A rating.

- Teacher leadership is not yet fully developed across all departments and teams. Leadership responsibilities can become concentrated among administrators, department heads, and team leads rather than being shared across the instructional staff.
- Teachers need additional opportunities to take ownership of CLCs, professional learning, instructional initiatives, mentoring, intervention planning, and campus decision-making.
- Data analysis and instructional response are not consistently implemented across all teams. Reviewing data must consistently result in specific instructional actions, reteaching plans, interventions, and progress monitoring.
- Campus Wide data systems need to more clearly identify students who are not meeting standards, approaching Meets, approaching Masters, or demonstrating insufficient growth.
- Greater consistency is needed in the implementation of Tier 2 and Tier 3 interventions for students who demonstrate continued academic gaps.
- Achievement gaps among student groups require intentional monitoring, targeted intervention, and shared responsibility among teachers and campus leadership.
- Teachers need clear, consistent expectations regarding planning, instruction, data analysis, intervention, collaboration, and student progress monitoring.
- Campus accountability systems need to balance high expectations with meaningful support, including coaching, professional development, resources, collaboration time, mentoring, and feedback.
- Walkthroughs and observations must consistently result in actionable feedback, follow-up, support, and evidence of instructional improvement.
- Teacher buy-in and ownership must remain a priority. Teachers should understand not only *what* campus expectations are, but *why* they matter and how their individual work contributes to the campus goal.
- Campus improvement cannot be viewed solely as an administrative responsibility. Moving from a B to an A requires collective accountability, with administrators, department heads, team leads, and classroom teachers sharing responsibility for student achievement.
- Successful teachers and teams should be recognized and provided opportunities to share effective practices so that successful strategies can be replicated across the campus.

Goal Area 3: Leadership Growth

Annual Goal 1: By May 2027, PSJA Southwest ECHS will strengthen a culture of shared instructional leadership by ensuring instructional staff actively engages in T-TESS-aligned professional growth, collaborative data analysis, and campus leadership opportunities, resulting in measurable improvement in instructional practices, student growth, and campus accountability outcomes toward achieving an “A” rating.

OBJECTIVE 1: : BUILD TEACHER LEADERSHIP, OWNERSHIP & ACCOUNTABILITY

By May 2027, most of our teachers will actively participate in campus leadership, professional growth, or collaborative improvement opportunities that strengthen teacher ownership, accountability, and a shared commitment to student success and continuous campus improvement.

Strategy 1: Establish and Develop Teacher Leadership Teams

September 2026 – May 2027

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

Persons Responsible: Executive Officers, Department Heads, Content Coordinators, School Administration, Content Teachers and CLL

Action Steps:

- Create teacher leadership teams focused on areas such as instruction, data, campus culture, mentoring, student intervention, attendance, and student engagement.
- Identify emerging teacher leaders and provide opportunities for leadership development.
- Provide leadership training, coaching, and mentoring to department heads and teacher leaders.
- Give teachers opportunities to lead CLCs, professional development, committees, campus initiatives, and instructional projects.
- Develop clearly defined roles and expectations for teacher leaders.
- Create opportunities for teacher leaders to collaborate directly with campus administration.
- Recognize and celebrate teachers demonstrating effective leadership and positive campus impact.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Leadership team rosters Leadership meeting agendas and minutes Teacher-led CLL/PD documentation Leadership training records Teacher leadership initiative plans Teacher leadership surveys Recognition records	• Increased number of teachers serving in leadership roles • Increased teacher confidence and leadership capacity • Greater teacher ownership of campus initiatives • Increased collaboration across departments • Increased teacher retention • Positive impact on campus culture and student achievement practices	• Increased teacher leadership participation • Improved teacher confidence and ownership • More teacher-led initiatives implemented • Improved collaboration across teams • Positive impact on student growth data • Increased teacher retention • Recognition of teacher leaders across campus	• Teacher leadership surveys • CLL feedback • Campus leadership walkthroughs • Leadership team reflection logs • Teacher self-assessments • Progress monitoring of leadership initiatives • Student Growth Measures (SGMs) • Interim and benchmark data

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Goal Area 3: Leadership Growth**Strategy 2: Create a Culture of Shared Accountability and Campus Buy-In****Timeline:**

August 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:**

- Clearly communicate campus instructional expectations, goals, and improvement priorities.
- Ensure teachers understand how individual and departmental goals contribute to the campus goal of achieving an **A rating**.
- Establish regular opportunities for teachers to provide feedback regarding campus initiatives.
- Provide coaching, resources, and support before using corrective measures.
- Conduct regular department and individual goal check-ins.
- Celebrate progress toward campus goals—not just final outcomes.
- Recognize departments, teams, and individual teachers demonstrating growth and contributing to campus improvement.
- Adjust support based on teacher and student needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Assessment calendars • Common assessment bank • Data tracking spreadsheets • Data walls • Intervention resources • Data analysis protocols • CLC time • Technology platforms for data analysis	• Campus improvement/accountability plan • Department goals • Teacher goal-setting documents • PLC and department meeting agendas • Coaching and feedback documentation • Campus communication records • Teacher feedback/survey results • Recognition records	• Increased teacher buy-in • Increased participation in campus initiatives • Improved teacher morale and campus culture • Increased attendance • Decreased discipline concerns • Increased teacher retention • Improved instructional practices • Progress toward an A accountability rating	• Common formative assessments • Benchmarks • STAAR/EOC data • Data cycle reflections • Student Growth Measures (SGMs) • Walkthrough data • Progress monitoring reports • Department goal checks

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Goal Area 3: Leadership Growth

Strategy 3:

Develop a Collaborative Professional Learning Culture

Objective:

By May 2026, teachers will meet expectations outlined in the campus accountability plan and actively participate in campus improvement efforts.

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, Department Heads, Content Coordinators, School Administration

Action Steps:

- Establish opportunities for teachers to observe effective instructional practices across departments.
- Implement peer observation and peer coaching opportunities.
- Encourage teachers with demonstrated strengths to lead short professional development sessions.
- Create opportunities for teachers to share successful instructional strategies during CLCs and faculty meetings.
- Encourage cross-curricular collaboration among core content, Fine Arts, CTE, electives, special education, and other departments.
- Develop mentoring opportunities between experienced and developing teachers.
- Celebrate and share successful instructional practices campus-wide.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus accountability plan • Instructional expectations • Walkthrough tools • Coaching resources • Professional development • Communication tools • Recognition programs	• Walkthrough documents • Feedback forms • Teacher goal-setting documents • Coaching logs • CLL/department meeting agendas • Communication logs • Recognition records • Corrective support documentation	*Increased teacher buy-in • Improved instructional practice • Higher student achievement • Increased student engagement • Positive campus culture • Increased attendance • Decrease in discipline issues • Progress toward A rating	• Walkthrough data • Teacher surveys • Student surveys • Attendance and discipline data • CLL feedback • Goal check-ins • Monitoring of accountability plan implementation

Goal Area 3: Leadership Growth

OBJECTIVE 2: STRENGTHEN INSTRUCTIONAL LEADERSHIP THROUGH DATA, T-TESS & CONTINUOUS IMPROVEMENT

By May 2027, instructional teams will consistently use student performance data, T-TESS-aligned instructional practices, and collaborative improvement cycles to plan, monitor, and adjust instruction, resulting in measurable student growth and increased achievement at the Approaches, Meets, and Masters levels.

Strategy 1: Implement a Consistent Campus Data Cycle

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:

- Implement a consistent campus data cycle: Analyze → Plan → Act → Reflect.
- Conduct regular CLC/data meetings following common assessments, benchmarks, and other formative assessments.
- Analyze data by student, standard/TEKS, classroom, department, and student group.
- Identify students requiring intervention, reteaching, or enrichment.
- Develop targeted instructional responses based on identified needs.
- Monitor the effectiveness of interventions.
- Adjust instruction based on progress-monitoring data.
- Use data to identify successful teachers and instructional practices that can be replicated.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TRS) • DMAC Reports and Data Management Tools • STAAR, Interim, and Benchmark Data Reports • Curriculum Maps and Pacing Calendars • PLC Data Analysis Protocols and Meeting Templates • Student Data Tracking Sheets • T-TESS Rubric and Instructional Look-	• Data meeting agendas • Completed data-cycle documentation • Student data trackers • PLC data-analysis notes • Intervention plans • Reteach and enrichment plans • Progress-monitoring logs • Common assessment results •	• Increased student growth • Increased Approaches performance • Increased Meets performance • Increased Masters performance • Reduced achievement gaps • Improved Tier 2 and Tier 3 interventions • Increased STAAR/EOC performance • Progress toward an A accountability rating	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] • Pre/Post Test • IReady Diagnostic

Fors Campus Improvement Plan (CIP)			
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Goal Area 3: Leadership Growth

Strategy 2:

Use T-TESS as a Framework for Continuous Instructional Growth

Timeline: September 2025 – May 2026

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:

Identify campus-wide T-TESS dimensions connected to student achievement needs.

- Have teachers identify an individual T-TESS growth focus based on data, self-reflection, and administrator feedback.
- Conduct walkthroughs focused on identified instructional priorities.
- Provide timely, specific, and actionable feedback following observations and walkthroughs.
- Provide coaching and professional development based on observed instructional needs.
- Highlight teachers demonstrating exemplary practices within targeted T-TESS dimensions.
- Provide opportunities for those teachers to model or share successful practices with colleagues.
- Review T-TESS growth throughout the year and connect teacher growth to student outcomes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • TIA designated teachers • On going professional development	• T-TESS goal-setting documents • Walkthrough data • Observation documentation • Coaching logs • Professional development records • Teacher reflection documents • T-TESS progress check-ins	• Improved T-TESS performance • Increased instructional consistency • Increased student engagement • Increased rigor • Improved differentiation • Improved monitoring and adjustment of instruction • Increased student achievement	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Establish Instructional Leadership Progress-Monitoring Cycles

Timeline: September 2029 – May 2027

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

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

Action Steps:

- Establish quarterly campus leadership reviews of instructional and student-performance data.
- Department heads and teacher leaders report progress toward departmental goals.
- Review T-TESS/walkthrough trends alongside student achievement data.
- Identify areas of strength and areas requiring additional support.
- Develop short-term action plans for departments not meeting established progress targets.
- Provide targeted coaching, professional development, or resources based on identified needs.
- Identify successful practices from high-growth classrooms and departments.
- Scale effective instructional practices across the campus.
- Communicate campus progress toward improvement goals throughout the year.
- Celebrate measurable growth at the teacher, department, and campus levels.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • TIA designated teachers • Banners for recognition for classrooms • Year- at- a- Glance, • Weekly Lessons • District wide contest • TEEMS platform for evaluations • I-Ready reports	• Quarterly leadership meeting agendas • Department progress reports • Walkthrough data • T-TESS trend data • Student Growth Measures (SGMs) • Benchmark/interim assessment data • Department action plans • Coaching documentation • Progress-monitoring reports	• Increased accountability among instructional leaders • Faster identification of instructional needs • Increased consistency across departments • Increased teacher and department goal attainment • Improved student growth • Increased Meets and Masters performance • Reduced achievement gaps • Measurable progress toward an A campus rating	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

AREA LEADS:



GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

Carmen Anaya 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

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.

- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2025 across **Approaches, Meets, and Masters** levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2025:
 - 3rd Math: 10%
 - 3rd Reading: 9%
 - 5th Science: 6%

Decline in Approaches and Meets

For example, 5th grade Reading:

- 2023: 100% App / 78% Meets / 40% Masters
- 2025: 48% App / 25% Meets / 8% Masters
- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**. Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.

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 2025 – May 2026

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 2025 – May 2026

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 2025 – May 2026

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

Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2025–2026 school year, the campus will **increase and maintain an average daily student attendance rate of 95% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

Timeline: September 2025 – May 2026

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

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

Action Steps:

- **Launch a Family & Community Attendance Awareness Campaign**
Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.
- **Implement an Early Intervention & Support System**
Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.
- **Celebrate and Recognize Attendance Milestones**
Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to **promote the value of daily attendance**, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2025 – May 2026

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

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

Action Steps:

- **Family Nights:**

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

- **Communication Plan:**

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

- **Attendance Ambassadors program:**

This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

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

Timeline: September 2025 – May 2026

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

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

Action Steps:

- **Attendance Data Tracking:**

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

- **Weekly data:**

Review attendance data weekly to flag students below 95%.

- **Intervention Plans:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a 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:

2026-2027 Parent & Family Engagement (PFE) Program	
What is it?	PSJA Southwest Early College High School is committed to our vision: At P.S.J.A. Southwest Early College High School, we will strengthen instructional programs and systems of support that will provide a foundation for college readiness. Students will expand their knowledge of jobs for the future by incorporating college and career awareness. We will support diverse learners to master accelerated college preparatory material that will provide the framework for a successful post-secondary transition. Together, we will establish a vision of college readiness. As a PSJA family, we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's need.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home–school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.

How to be Involved	Parents are invited to become parent volunteers by completing volunteer forms and attending an orientation. They, along with parents that are not volunteers, are invited to family training and activities. A variety of media tools are used to invite parents to meetings including but not limited to, personal phone calls, class dojo, mass messenger, personal invite, etc.
Family Trainings/Activities	Family trainings are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Adult Literacy Courses for Parents (GED, English as a Second Language, Computer and Citizenship) (September 2026-May 2027) • High Skill Courses for Parents (Welding, Forklift, Phlebotomy, CPR, HVAC, Substitute Course, Etc.) • Cultural Family Night (September 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • District Conference Showcase (October 2026) • National Parent Involvement Day (November 2026) • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Special Education Parent Conference (September 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (October 2026) • Curriculum Meetings (December 2026) • Understanding Assessment Meetings (January 2027)

Curriculum	PSJA Southwest Early College High School utilizes high-quality curriculum that supports student success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • Carnegie Learning • McGraw Hill • TCMPS (Texas Curriculum Management Program Cooperative) • RBIS (Research-Based Instructional Strategies) • StudySync • Wayground/Quizziz			
Forms of Academic Assessments	PSJA Southwest Early College High School has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via an assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards PSJA Southwest Early College High School tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. PSJA Southwest Early College High School welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	• Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. • Implement lessons and	• Provide a dedicated learning space at home for studying, completing homework, and using technology. • Support their child's learning through ongoing dialogue,	• Be open to new ideas and learn from others. • Attend school daily and be punctual. • Behave responsibly and follow all school rules.	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: • The PSJA District Website,

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	- 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,	- 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.	• 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.	- 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
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We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!

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